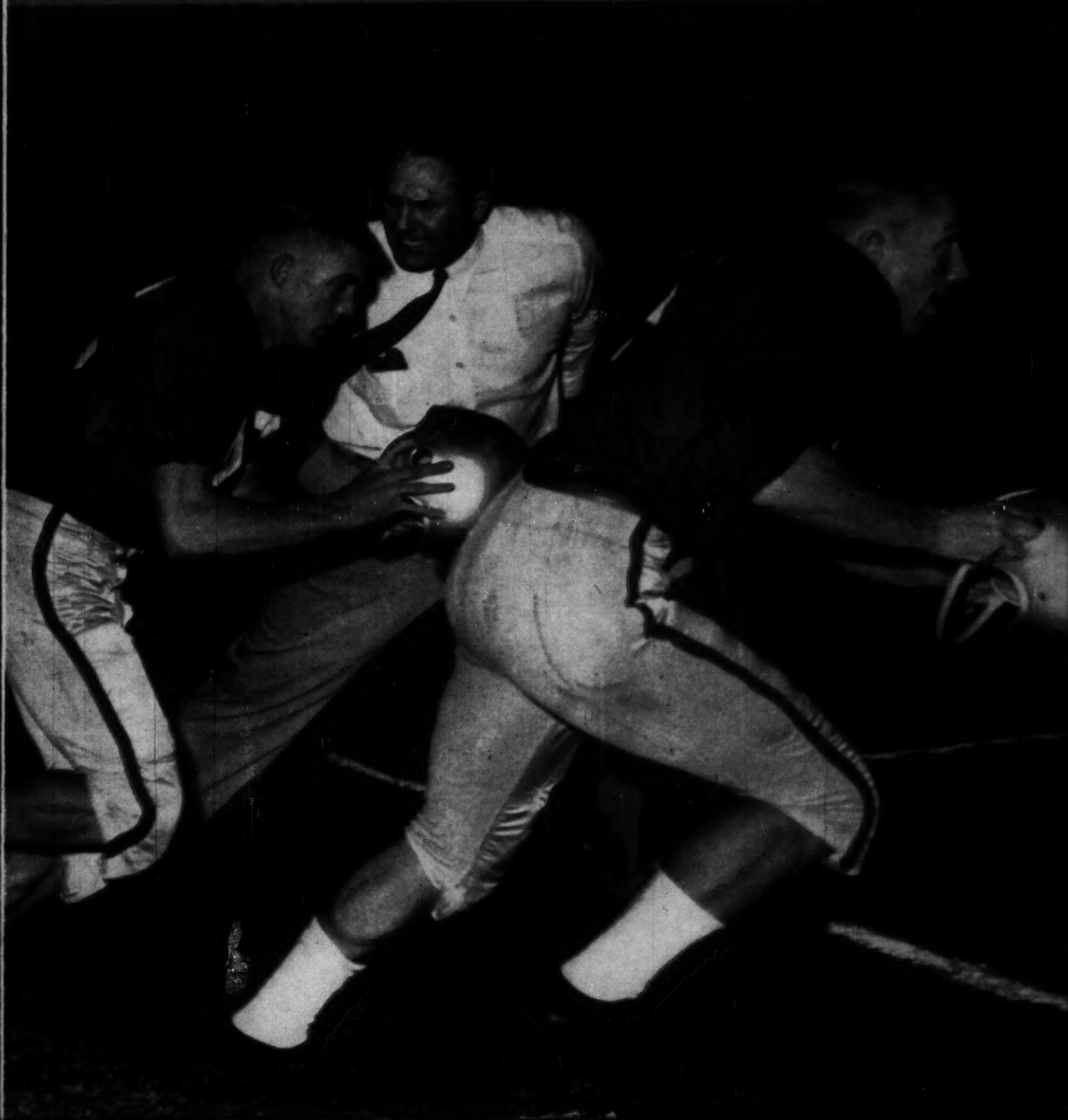


SCHOLASTIC COACH

SEPTEMBER 1960 • 35¢

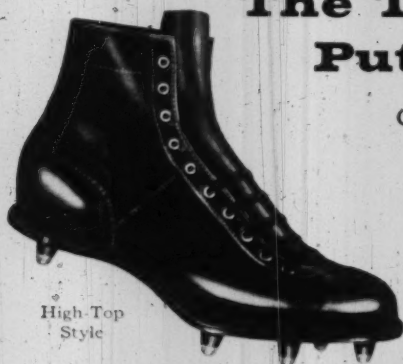




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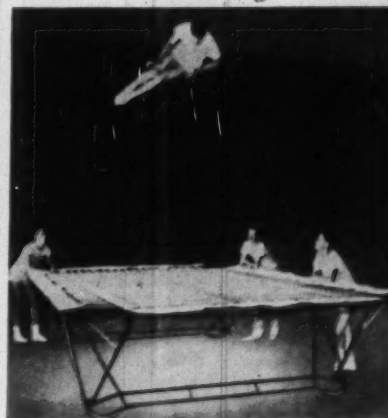
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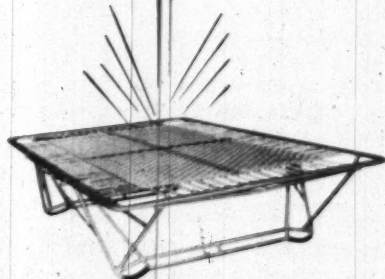
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SCHOLASTIC COACH

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VOLUME 30 • NUMBER 1 • SEPTEMBER 1960

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A Special Report to Athletic Directors, Coaches and Trainers...

"Here's how we build more serviceability, extra safety into Fleetfoot Shoes."

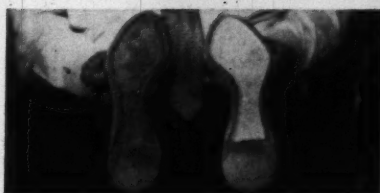
Homer Weidmann,
Director
Rawlings Shoe Division



Rawlings football shoes are as different from (say) baseball or bowling shoes as slippers are from boots. They are specifically designed to provide the running, digging-in and turning support required in football. The key is the exclusive Fleetfoot last, the mold over which the shoe is formed. It gives the shoe a shape that blends comfort and support perfectly.

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reduce foot fatigue and provide extra support. A double-reinforced channel in the insole provides longer service and shape retention. This is actually the heart of the shoe where upper and sole are joined. It is practically impossible to separate them in play. Even the cleats have extras. A special washer prevents the cleat from turning, stops torque and slipping—another Fleetfoot exclusive. Note that cleats are placed to the outer edge of sole for a wider, more solid base. It helps to eliminate turning and twisting of ankles and knees.



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PERFECTLY



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"Richer than Rockefeller"

COACHING may not be a very rewarding profession in terms of dollars and cents. But it can still make you a millionaire—in spiritual tender.

Is there anything more soul-satisfying than helping kids grow up—ironing out their personality defects, helping them with their physical and emotional problems, teaching them the importance of self and group discipline, to live by the rules, to be good followers and good leaders?

What can be more rewarding than to have one of your kids come back in later years, a poised, distinguished man, and call you "Coach," with that special connotation that makes the word sound just as distinctive as "Mr. President" or "Your Honor"—"Coach, I'll never forget what you did for me back in high school."

The layman who has never played varsity ball seldom can understand the coach-player relationship. He may call it cornball, ridicule it, claim the coach is just another hired hand. But no one—and that can include parents—can get as close to a boy as his coach. That's why a coach can do so much good. And that's why a coach should never take his responsibilities lightly. His influence can be so pervasive.

Of all the coaches we know, perhaps none is as dedicated as the fellow who works with handicapped children. The demands upon his patience, tolerance, and understanding are so much greater. His is truly a dedicated calling, and our hats have always been humbly doffed to him.

If we needed any confirmation on this score, it was certainly provided at the annual sports banquet of the New York School for the Deaf. It was a most stimulating experience, meeting the school's dedicated instructors and watching the kids' eager, shining eyes as we made a speech. (Those eyes, incidentally, were trained on an instructor standing on a chair alongside us, relaying our words in sign language.)

But by far the most heart-warming aspect of the banquet was the wonderful rapport displayed between the kids and their baseball coach, Frank T. Lux.

To the rest of us, the kids exhibited a respectful, polite, and eager attention. But whenever their baseball coach addressed them, some special feeling manifested itself. It was as if Coach Lux touched off an electric spark. The kids' eyes shone a little brighter. Smiles appeared on their faces. They became more animated. Happy sounds came from their throats.

We don't believe it was because Coach Lux happens to be a deaf-mute like most of them; or because he had been their baseball coach for 46 years; or because he was retiring that month.

It was simply the man himself. A short stocky fellow with merry eyes and a shock of white hair, Coach Lux possesses that rare magical quality that draws kids to him. The kids just know he's a warm, tender-hearted guy who loves them. So they respond in kind.

Much to his delighted surprise, Coach Lux was honored with a handsome plaque, which he accepted—with sparkling eyes and swiftly moving hands—in a speech that titillated the boys. We followed with our talk, and the evening was officially ended.

A strange and wonderful thing then happened. The kids made a rush to the dais. This was to be their goodbye to their beloved baseball coach. They couldn't say goodbye, so they expressed their feelings with their hands.

Hands, dozens of hands, reached across the table—reaching, reaching hungrily for Coach Lux's hand. And the smiling, little white-haired man kept touching them, shaking them, while the kids made those happy sounds in their throats.

Never have we seen such a spontaneous display of affection—without a word being spoken! It was

absolutely thrilling. And we wished every school board in the land could have been there to see it. It would have taught them something about the significance of coaching.

We don't know how much money Coach Lux has in the bank. It can't be much. But the guy is richer than the Morgans or Rockefellers. You can't assay all the wealth he has in his heart and which he has on deposit with all the kids he has ever coached.

AFTER two weeks in the country with the Los Angeles Chargers, we're ready to admit that there's no football like pro football.

Coach Sid Gillman, a living doll, opened his heart and his camp to us, and we took full advantage of his generosity. We ate like a starved gorilla, wore out all his record albums (Sid is a progressive music aficionado), and stuck our nose into all of his football business—practice sessions (two a day), coaches' meetings (three a day), players' skull sessions (nightly), and movie viewings (any time).

At breakfast, lunch, and dinner, Sid and his staff—the most brilliant and dedicated football men we've ever met—talked football. In the evening, they talked football. Walking to and from the field, they talked football. At their late evening snacks, they talked football.

Hunched over an ice-cold typewriter six weeks later, we still hear strange noises: "Cover 1! Cover 2! Cover 3! Waggle, waggle! Sky! Cloud! Go to the post and sit down! Log that guard! How about that flare control?"

We remember the first time we stuck our face into a huddle and heard the quarterback snap, "Full Left, Waggle Right, Fake 19, X Come-Back." We reeled out of the huddle and staggered to the nearest play book to learn what the hell this was all about.

(Continued on page 74)



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SYRACUSE'S

70 SERIES

IF I WERE ASKED the question, "Which of your offensive series contributed the most to Syracuse University's success of last season?" I would probably answer, and without hesitation, our outside ride or "70 Series."

It's no secret that we're primarily an off-tackle team. But our "70 Series" helps keep the defense honest. It doesn't confine us just to running off-tackle, with the quarterback giving the ball to the fullback. If the situation is right, we can sweep with our left halfback, or the quarterback can keep the ball himself, depending on what the defense is giving us.

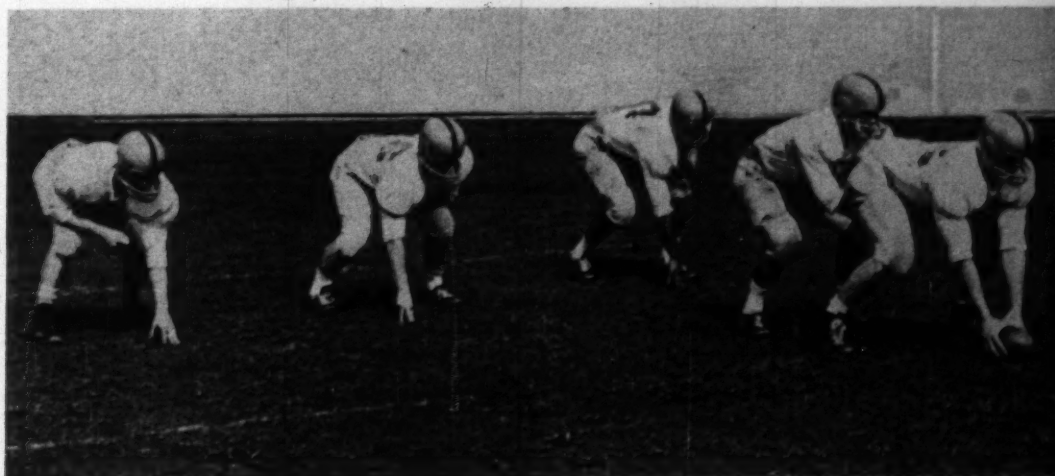
All of these options come off one play, "72 Boom," and the decision is strictly up to the quarterback. It's therefore necessary for the quarterback to start this play with a completely open mind, and make his option on the reaction of the defensive end. Once the defense starts shuttling to stop the "72 Boom", we've been very successful with our "74 Scissors". And when the secondary starts playing us close and coming up fast, our "70 Pass" has been most effective.

In answer to the many inquiries we've received over the years, let's take an analytical look at our "70 Series" from right formation, with the right halfback flanked right. (If anyone is interested in adding this series to his offense, I'd recommend Coach Schwartz-

*The qb keeps an open mind,
making his option on the
reaction of the defensive end*

By BILL BELL

Offensive Backfield Coach

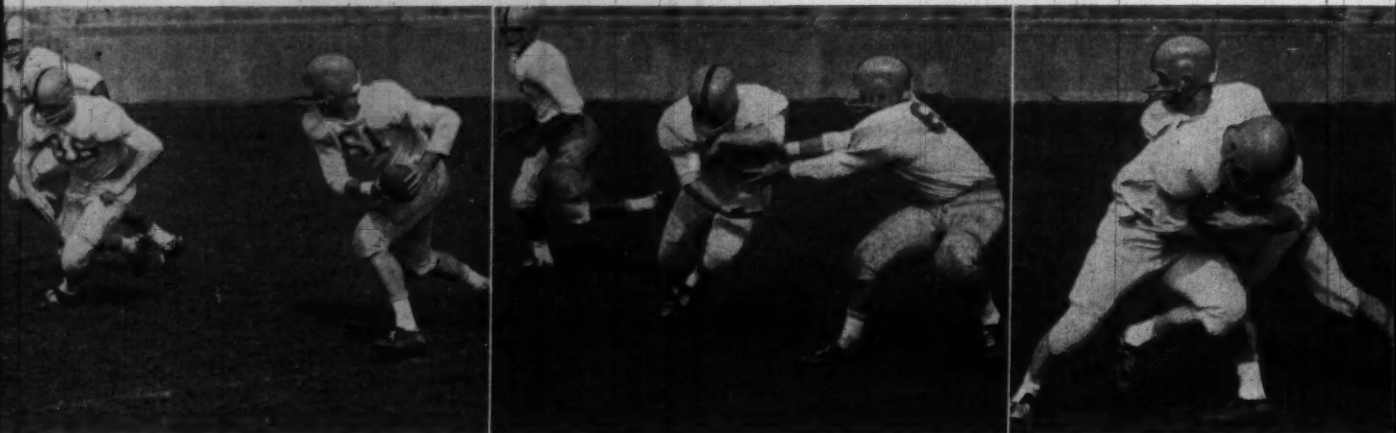


Backs line up with instep of forward foot four yards back from ball, with little weight on fingertips. Left half has right hand down and right leg shading center's left leg; full has right hand

down and left leg splitting gap between center and right guard; and right half sets with left hand down, directly behind inside tackle. Stances afford fine flexibility.



72 BOOM GIVE TO FB



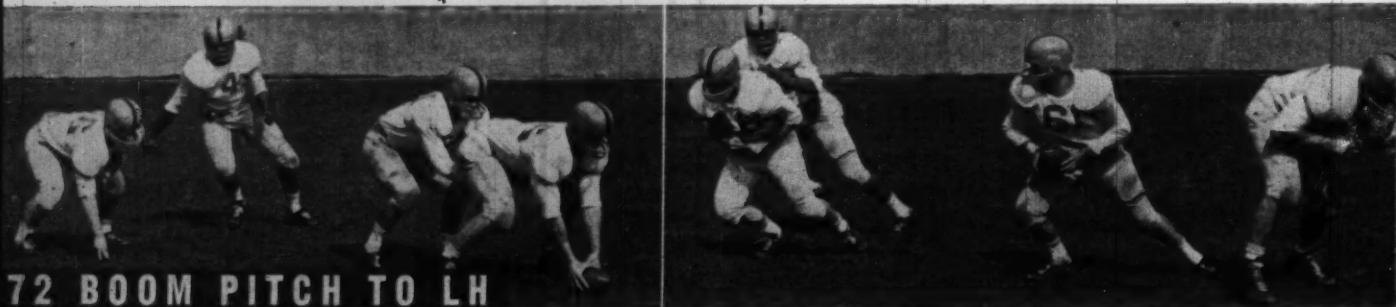
SYRACUSE'S 70 SERIES

walder's new book, which will be on the market in the near future.)

Our backs line up with the instep of their forward foot four yards back from the ball, and with very little weight on their fingertips (see photo). Our left halfback lines up with his right hand down and his right

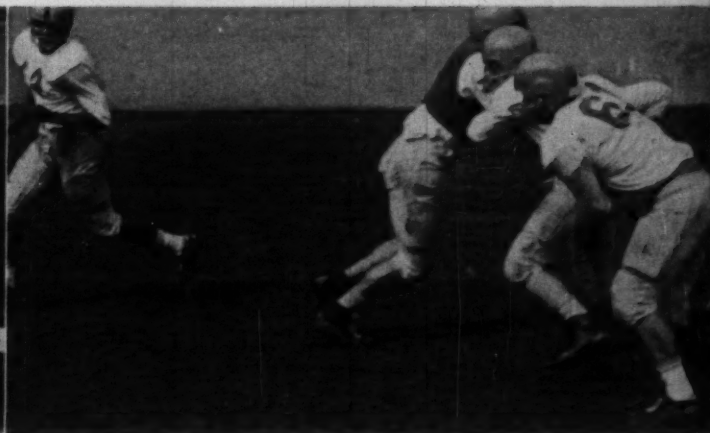
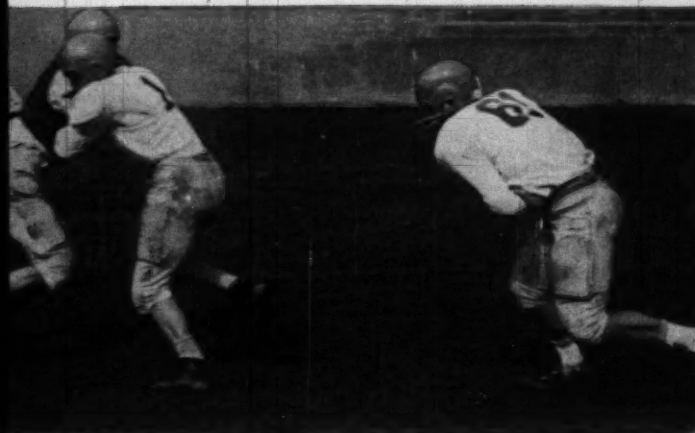
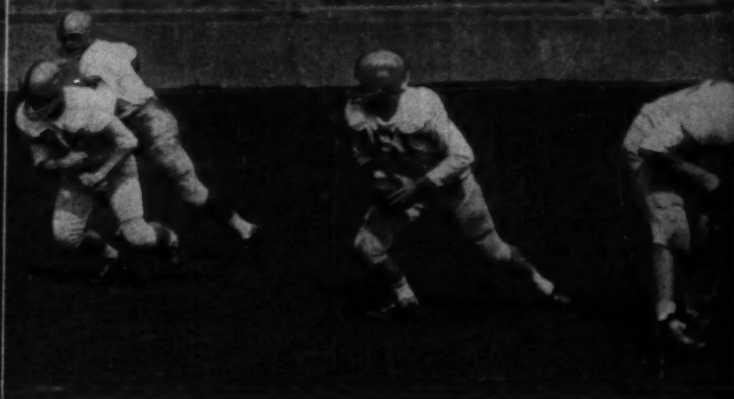
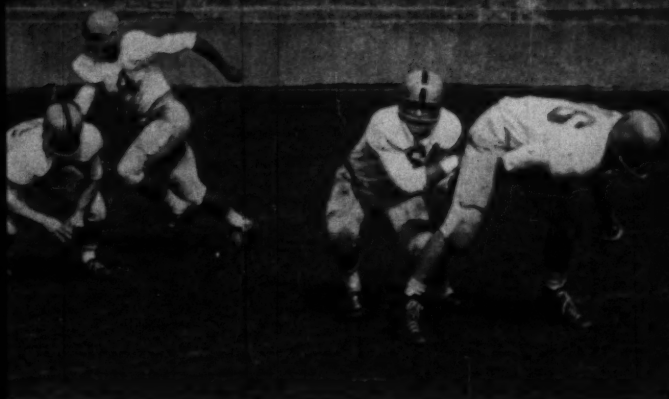
leg shading the center's left leg. Our fullback lines up with his right hand down and his left leg splitting the gap between the center and right guard. Our right half lines up with his left hand down, directly behind the inside tackle.

We feel that from these offensive positions, our left halfback can run off-tackle right; our right halfback off-tackle left; and our fullback off-tackle either way



72 BOOM PITCH TO LH



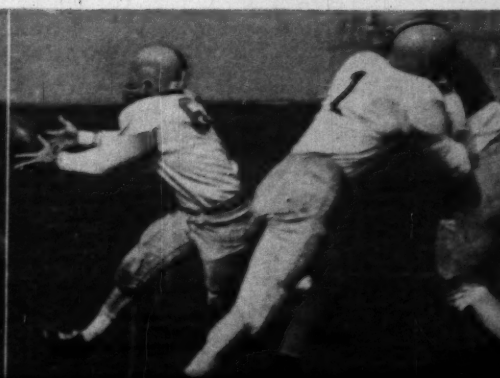
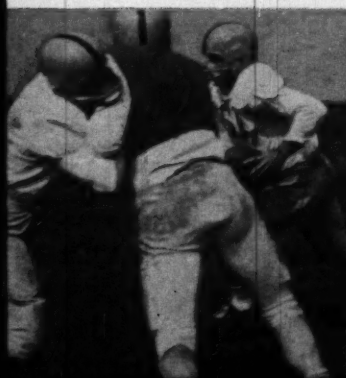
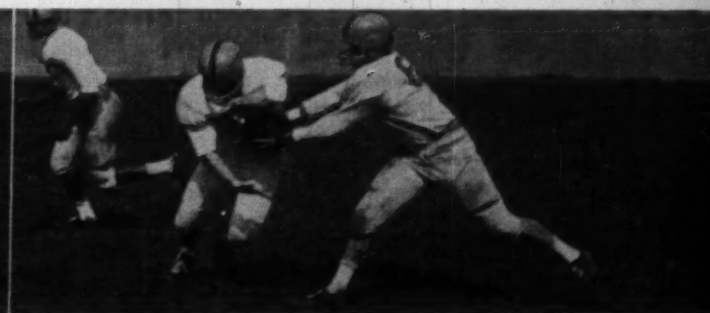


with the greatest efficiency. They're also in position to carry out their other offensive assignments, regardless of what they may be.

As stated before, this article covers only our "70" series from right formation, but our offense is flexible enough to enable us to run equally well from right or left formation and with a great variation of flankers.

In the past we ran this series ("72 Boom", Outside

Ride) without blocking the defensive end. We soon found our opponents giving us trouble by smashing their ends and getting into our faking area. Now, regardless of the defense, we always block the defensive end with our halfbacks. We coach them to make and maintain contact on the defensive ends and take them either in or out. We've found that this gives the quarterback more time to ride the fullback and make



SYRACUSE'S 70 SERIES

his decision as to whether to give the ball to the fullback or keep it himself.

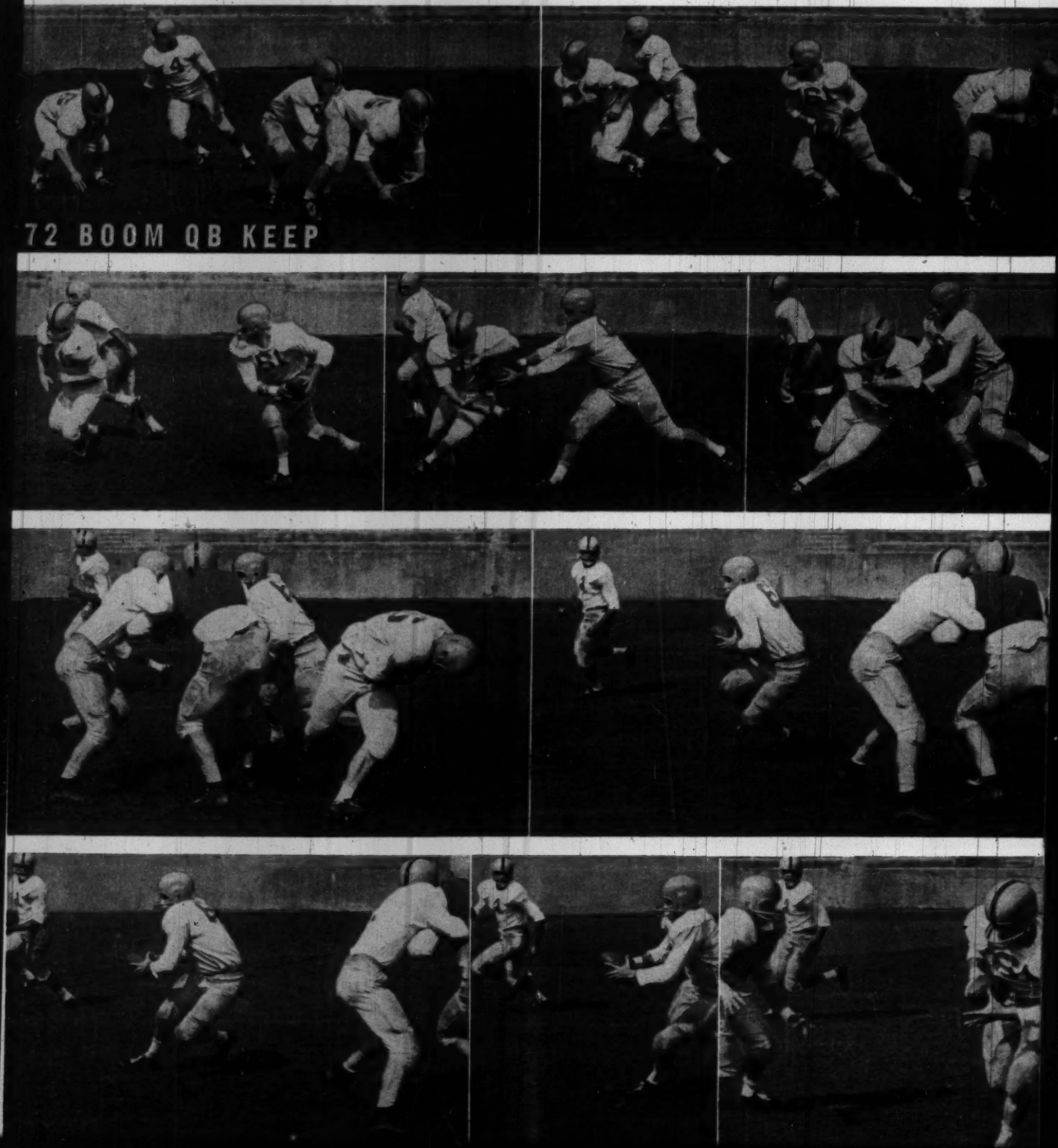
72 Boom With Give to the Fullback:

The quarterback releases the left halfback with his right heel a fraction before receiving the snap from center. It's important to get a quick start with the ball

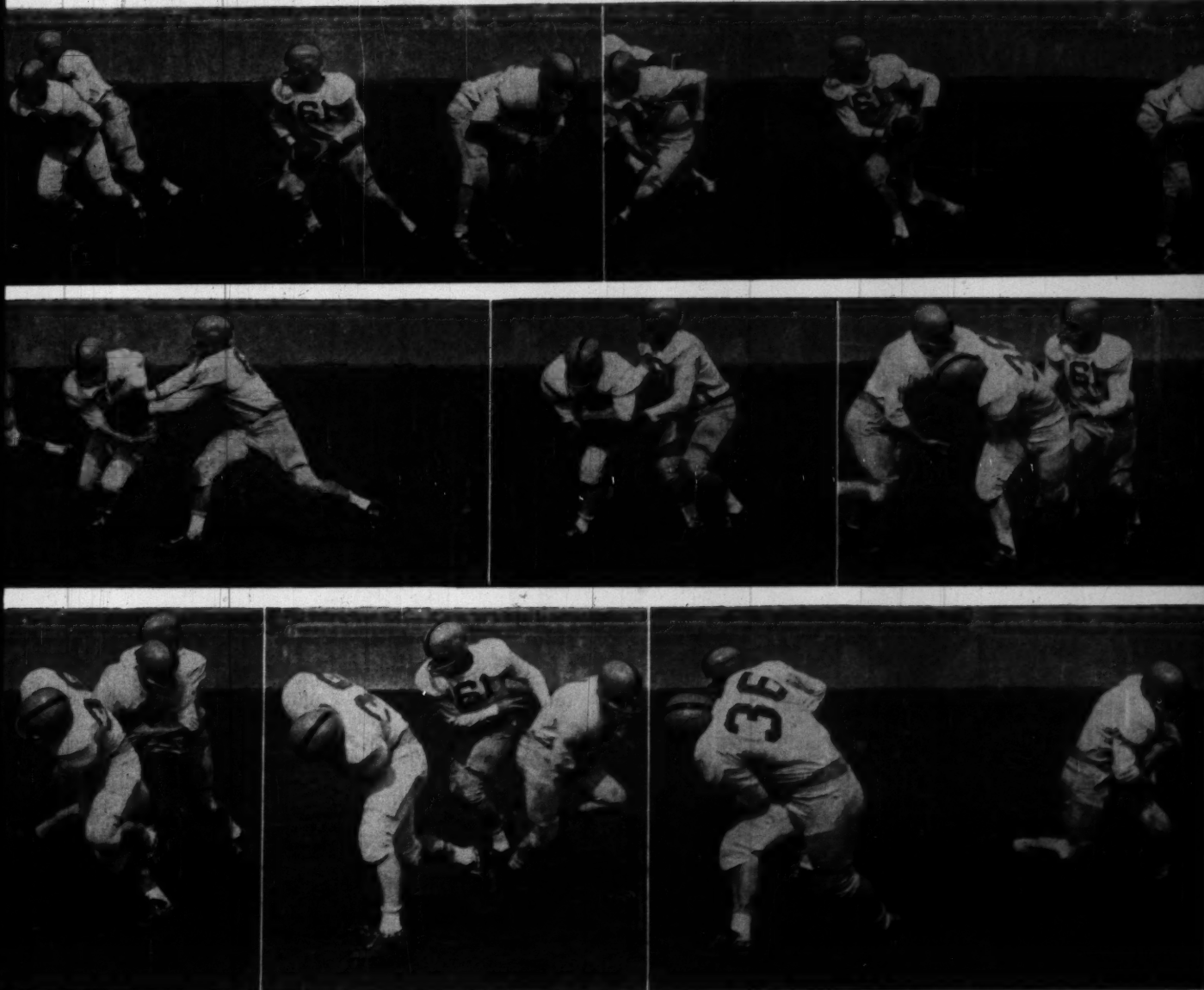
in order to get into position to give a proper ride to the fullback. His steps are a lead step right, a left step, and a long right. These steps should position him near the 2 hole, a yard and a half deep in the backfield, with his weight on his rear foot. From this position he's ready to begin his ride to the fullback and make his option off the defensive end's reactions.

You'll note in the pictures that the quarterback has a firm grip on the middle of the football. This is a must

72 BOOM QB KEEP



74 SCISSORS



if the quarterback is to execute the ride properly and eliminate the chances of a fumble. A coaching point to remember is that the quarterback must "eye" the defensive end with his first step and make his option strictly from the end's reaction.

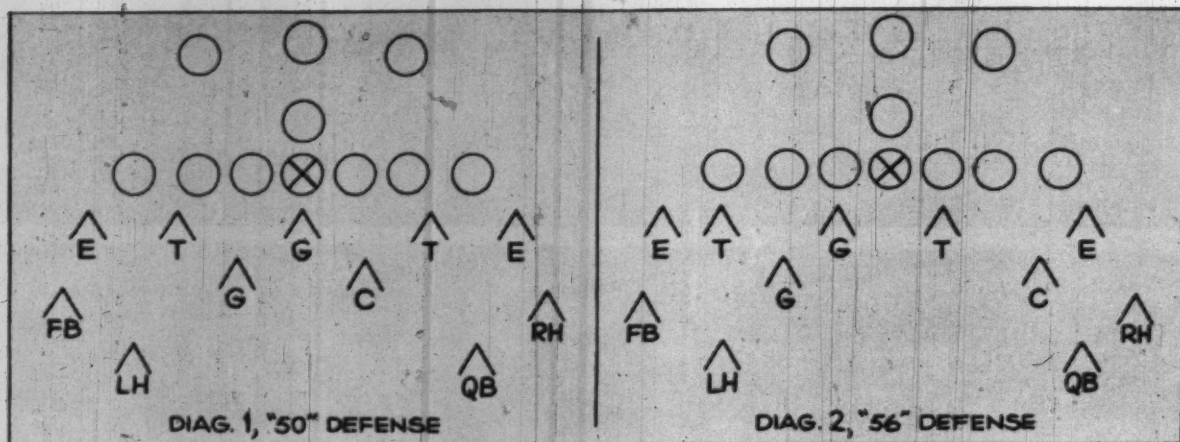
In this particular instance, the defensive end is being blocked to the outside by the right halfback; so the quarterback gives the ball to the fullback and continues his fake to the outside.

The fullback slides his right foot to the right, gains a little ground with a cross-over step, hits on his right foot, and "squares off" at the inside of the 2 hole. He

carries his inside elbow high and forms a pocket for the ball by placing his outside hand under with the palm up.

When he feels the quarterback place the ball in the pocket, he drops his outside shoulder and "curls" away from the defensive end. Under no circumstances does the fullback grab for the ball, but he's ready to take the hand-off if the quarterback gives the ball to him. Once the fullback feels he has the ball, we want him to cut to the inside and break for the goal line.

(Continued on page 72)



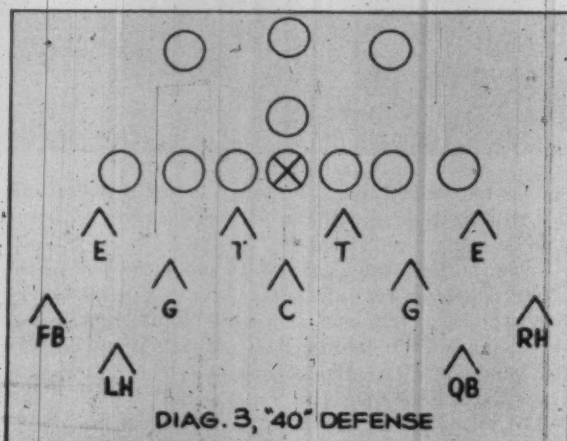
SOUTHERN CALIFORNIA'S

All-Purpose Team

SOUTHERN CAL'S defensive success last year—it finished No. 7 in total defense and No. 4 in rushing defense—was no accident. True, it had personnel. But it also had a solid, versatile system of team defense.

Personable head coach Don Clark and his assistant, Al Davis, have lectured extensively on this simplified all-purpose defense, and the response has always been most enthusiastic. Though both have gone on to greener fields—Clark into business and Davis to the Los Angeles Chargers—they still receive numerous queries about this or that unit of their defense (particularly the "56").

Following is the logical, progressive manner (culled from coaching school reports) in which this defense was taught.



Defensive planning should be predicated upon individual techniques rather than alignments or patterns. Defensive success is based on:

1. Establishing each man's responsibility.
2. Breaking down his actions into fundamentals which enable him to perform his assignment with maximum efficiency.
3. Devising training methods which will mold he and his teammates into a unit capable of performing their assignments with complete confidence.

In this fundamental approach, we clearly define our philosophy and objectives, and make them an integral part of our teaching from the moment the players come to us as freshmen.

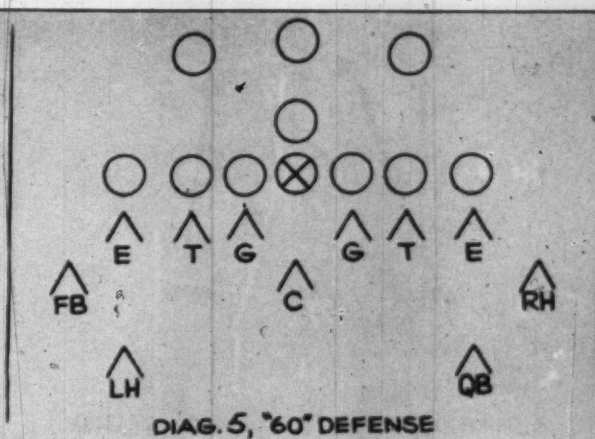
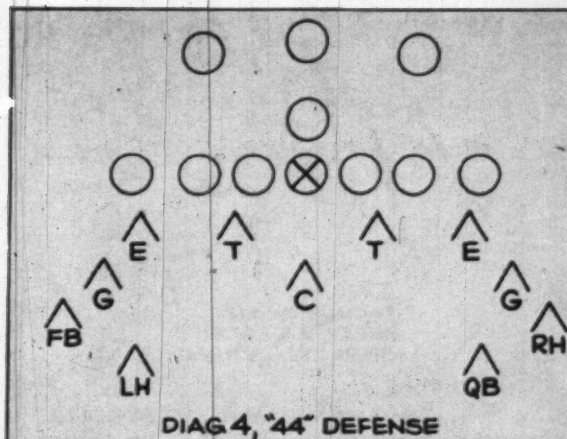
Specific objectives are: (1) prevent the opponents from scoring, (2) gain possession of the ball, (3) score on defense.

Our motto is: "If the opposing team cannot score, we cannot lose."

We know that the rules afford the offense certain advantages: (1) starting count, (2) ability to strike with a run, pass, or kick, and (3) a vast area in which to attack.

It thus stands to reason that a well-executed attack will make yards against any defense. It's *how far the ball moves* that's important. The defense must hold every gain to a minimum, and prevent the long pass or long run for the easy touchdown. It can't expect to stop every play behind the line or intercept every pass. It must, however, *make everything happen inside and in front of it at all times.*

Note: Goal-line and short-yardage situations would well be exceptions to this rule. Sideline rules vary. Football is a pressure game. And by keeping the pressure on the offense, you'll force them into an error such as a fumble, an interception, a penalty, a poorly



Reported by **BILL THOMPSON**
Hasbrouck Heights, N. J.

Defense

called play, or a missed blocking assignment.

Strategic defense is based on:

1. Depth—stop the home-run pass or run.
2. Containment—keep the ball inside and in front of you.
3. Mobility—lateral movement and proper pursuit for gang-tackling.

The seven points that govern this defensive thinking and implement the foregoing philosophy and objectives include:

1. Original defense (our basic alignment).
2. Changing defense (stemming).
3. Technique to be used.
4. Stunts.
5. Red-dogs (when and where).
6. Extent or limit of pass coverage.
7. Position of drop-off men.

Much time is spent with the defensive qb (the center), since he must have complete knowledge and control of the seven points—inasmuch as he'll be calling many of them at one time.

Let's analyze these points individually:

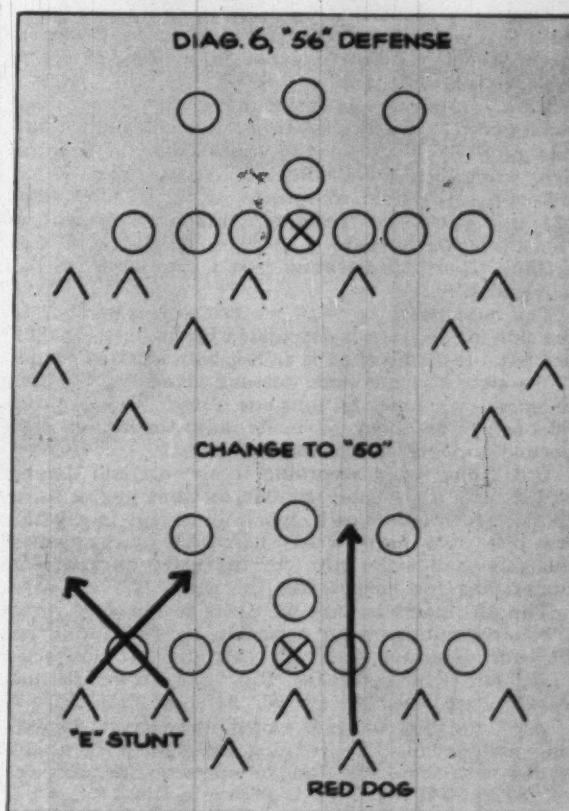
First, our defensive qb may call for any one of our five basic defenses. (See Diags. 1-5.)

The second point concerns whether we're going to change the defense or just a segment of it. Suppose we're going to change from a "56" to a "50" (Diag. 6). This would require lining up in 56 and on the center's command changing to "50."

These commands are issued at the following times:

1. On a predetermined order of alignment.
2. Just as the offensive qb puts his hands under center.
3. On some sound uttered by the offensive qb.
4. On the motion of an offensive halfback.

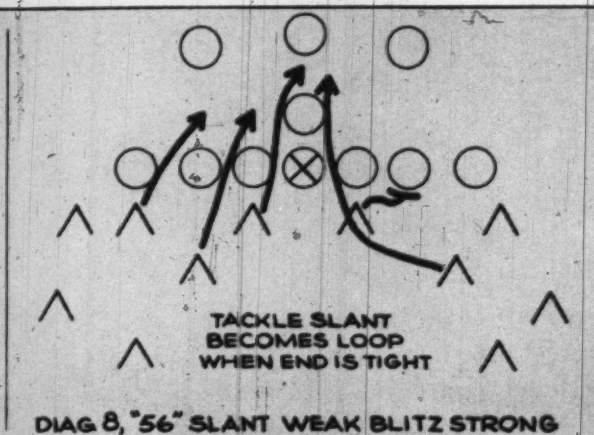
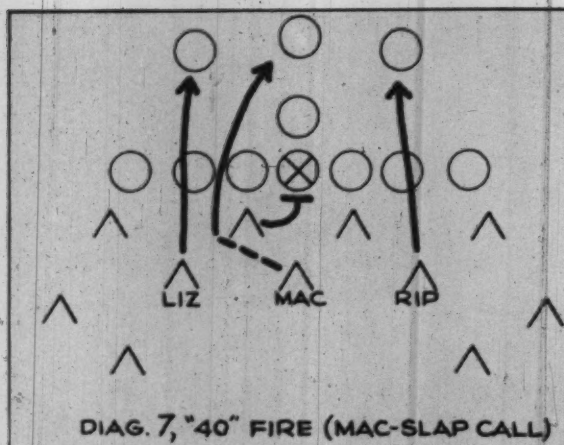
Our reasons for changing the defense are to: (1)



control splits, (2) control automatics, (3) confuse blocking assignments, (4) break a man clean into their backfield, (5) relocate defensive personnel, and (6) counteract offensive formations.

Technique is the third concern of the defensive qb. Will we play "reaction," "blast," "slant," "loop," or "gap"? The coaches work hard on these techniques by position, depending upon the amount of time they expect to use each. A little clearer description of each follows:

Reaction: (1) operate to a point on the line of scrimmage, (2) read the blocking, (3) control your area, (4) locate the ball, (5) take the proper pursuit angle, (6) gang tackle (if the opponent's color is visible, cover it).



Blast: (1) go hard through the original position of the offensive man to a point one yard inside the opposing backfield, (2) use "reaction" principles, (3) carry the opponent with you if possible.

Slant: (1) direct movement to the gap, using "blast" technique, (2) get quick penetration to inside or outside gap, (3) whenever gap is too small for penetration, work to inside shoulder of outside man.

Loop: (1) lateral movement, using parallel steps, (2) use either as "reaction" into an opponent or "blast" through a man.

Gap: "Blast" penetration into a gap, based on ball movement.

The next point is: Will we use any stunts? If so, the side of the stunt is designated by the terms "right" or "left." If no direction is called, both sides will stunt.

We stunt for the same reasons given for changing defenses (point No. 2), plus one other: "Dictate to the offense; force them to make adjustments in their normal running or blocking paths."

Our stunts vary according to the original defense called, and is probably similar to what you're using. Consequently, we won't elaborate, except to say that we pick two each week—based on our opponent analysis—and make sure our defensive qb and team understand the purpose for the stunt.

The fifth point is: Are we going to red-dog? Again it's important for your terms to be descriptive and fit your defensive calls. We call our left linebacker "Liz," our right linebacker "Rip," and our middle linebacker (used on "40" or "60" defense) "Mac."

Anytime their name is called, they execute a red-dog assignment. The red-dog assignment is usually called with some stunt on the opposite side. Example of "56 to 50 E Left Rip" is shown in **Diag. 6**.

The term "Blitz" connotes a red-dog by two linebackers—"Liz" and "Rip." "Fire" is a red-dog by three linebackers.

The call "Mac" frees the middle linebacker to red-dog to either side of the offensive center or into the gap outside of either offensive guard. If the linebacker is going outside of the offensive guard, the defensive tackle must loop to the inside to protect the middle. The signal to the tackle is a smack on the butt by the "Mac" man.

This red-dog isn't concealed. The linebacker jumps right up on the line and blasts.

Diag. 7 illustrates a "40 Fire" call combined with a "Mac" man slap call to the outside of the offensive right guard.

Diag. 8 illustrates another defense we like, the "56 Weak Slant Blitz Strong."

The sixth point deals with pass coverage. We're a zone team for many reasons, most important being that it enables us to stop the long gainer and at the same time maintain depth and inside and in front of containment.

We also feel the zone is easier to teach to young, inexperienced backs, and requires the opponents to run precise pass patterns. There's no question, though, that a basic three-deep zone cannot stop the perfectly thrown pass. Man-to-man or an adjusted zone defense must come into play vs. the outstanding passer as well as in goal-line and short-yardage situations.

Diag. 9 shows how we split the field, and "field" is emphasized because we zone it all.

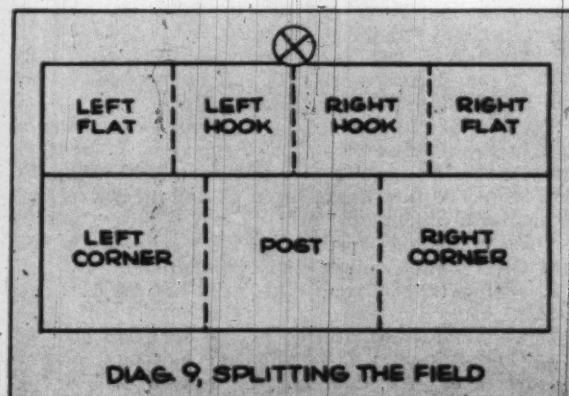
We start our coverage 85% of the time in an umbrella defense. The fullback plays left corner, the right half plays right corner, the left half plays deep left safety, and the quarterback plays deep right safety. Three men are always covering the three deep zones, and the other will be in the flat.

To get there, we key individuals and the ball, and consider field position. Our key for revolving changes from week to week and is based on the offense we're facing, formation sets, and what the opponent does from these.

Diags. 10-12 illustrate some of the various coverages we've used.

"Cover 1" (**Diag. 10**) is a normal rotation based on a left half key. Note we go left unless the key drives or swings right. Our men rotate to their thirds, with one going to the flat.

"Cover 2" (**Diag. 11**) is a rotation freeing a safety
(Continued on page 58)





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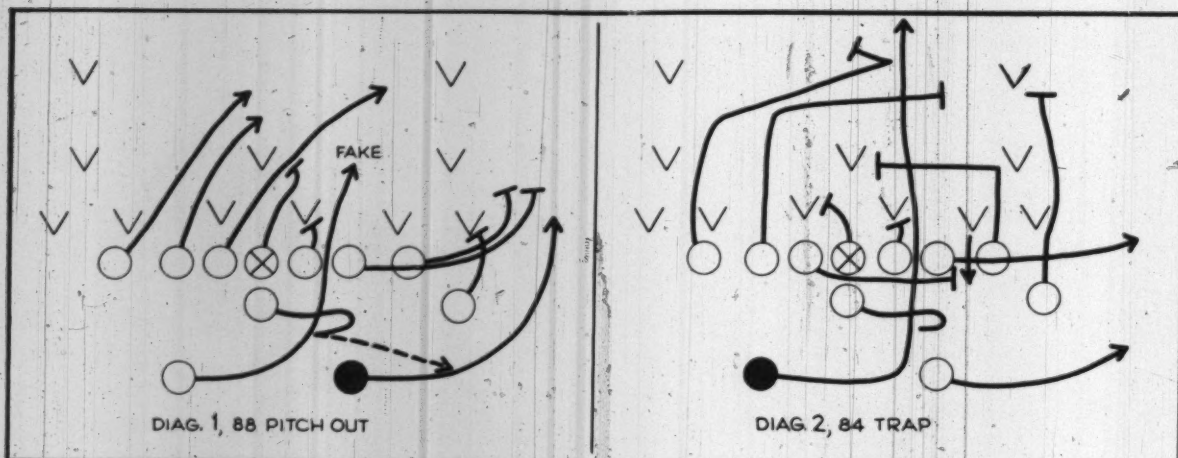
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By BYRD WHIGHAM

Coach, Wildwood (Fla.) High School

OUR quick pitch-trap series has produced remarkable results over the past three seasons. Wildwood has won 31 games and lost only two, in leading the state (Florida) in scoring with 1,031 points!

We call this play sequence the 80 series, the second digit indicating the hole. The quick pitch to the right is called 88; the trap to the right is 84 Trap; and the delayed pitch-out is 88 Sucker. Our quarterback uses a reverse pivot on all the plays in this series.

Our 88 (Diag. 1) differs from most quick pitch-outs in that we pull our strong-side end and tackle.

We flank our fullback to the strong side, and have an important call between him and the strong-side end. The flanker blocks the opponent who's covering outside, while the end blocks the defensive

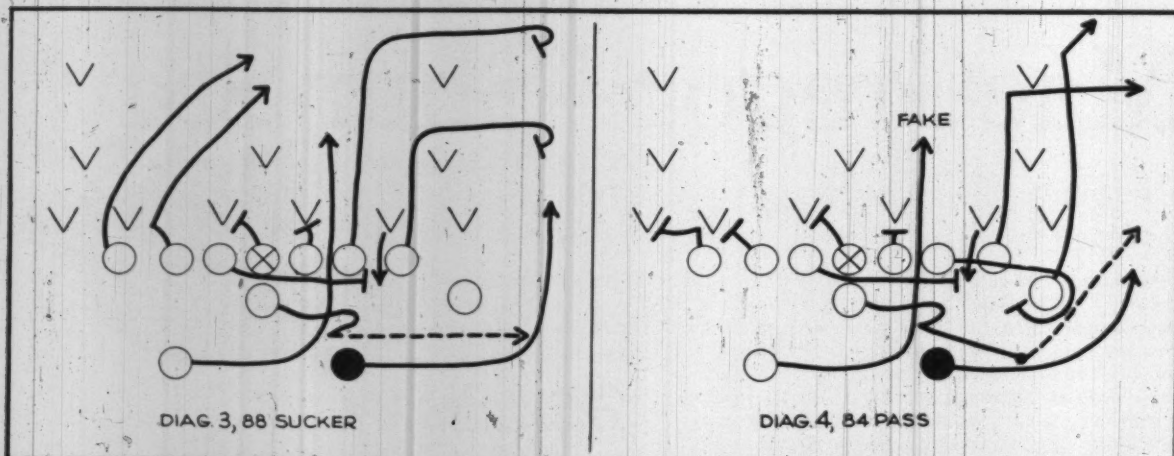
man covering off-tackle. The right tackle pulls right and blocks the first man to show.

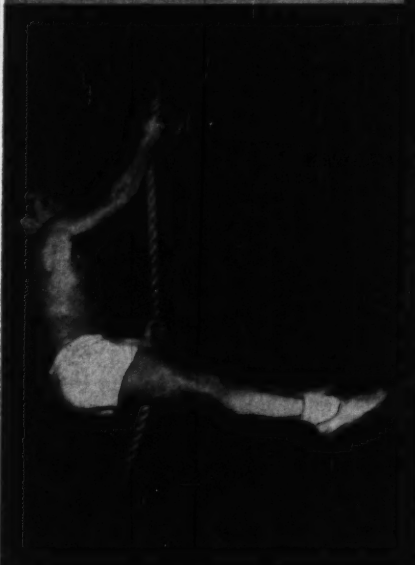
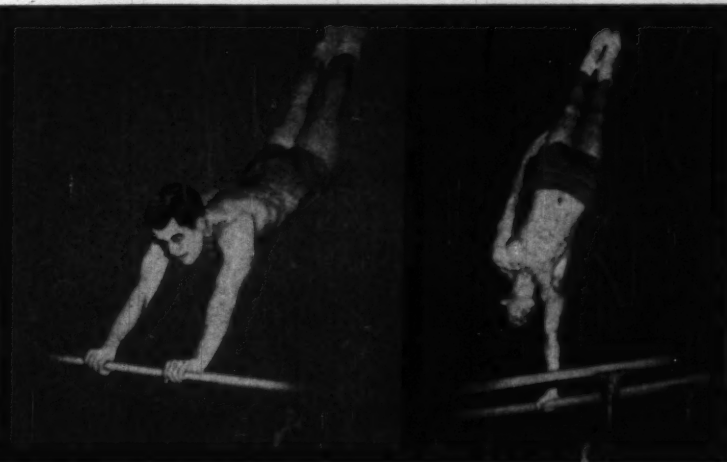
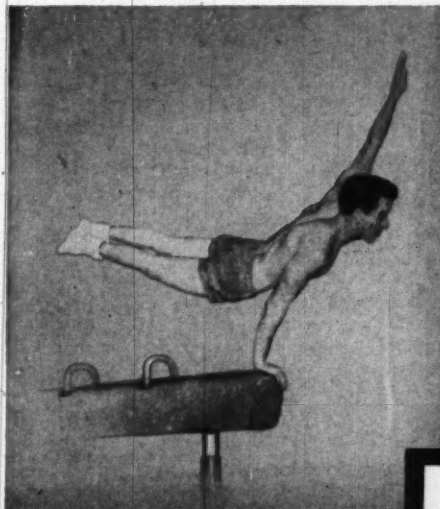
Our 84 Trap (Diag. 2) is a fake of 88, the quarterback turning to the inside and handing off to the left half. The flanker fullback blocks the defensive half, while the right end, who normally blocks the outside linebacker, now blocks the middle backer.

The right guard blocks the man over; the center takes the man over or the first man to the weak side; the left guard traps the first man to show at the 4 hole; and the pulling right tackle and flaring right half simulate the 88 pitch-out.

Our 88 Sucker (Diag. 3) is a delayed pitch-out which is used after the 84 Trap has been worked successfully several times. With the defense expecting the trap play, the

(Continued on page 68)





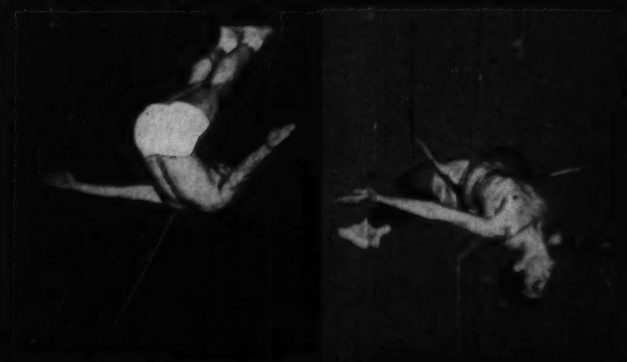
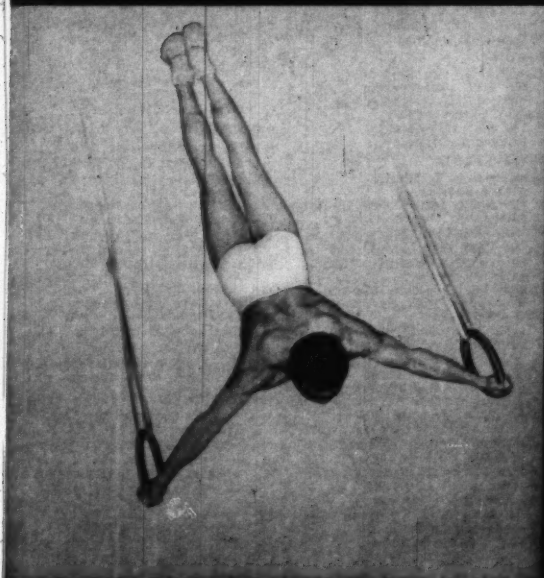
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2436 Vine Street
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- Labcraft International Corp.
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- Southwest News and
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At projector, Head Coach Bobby Dodd of Georgia Tech reviews movies of last year's Notre Dame game (Tech 14, Notre Dame 10) for interested audience consisting (left to right) of: Du Pont Technical Representative K. E. "Red" Stalnaker, Mr. Loden and James E. Garrett, head of Georgia Tech's photographic lab.

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Drive Attack

By **PERRY MOSS** (HEAD COACH)

THE word "finesse" is defined as "delicate skill, refinement, cunning skill and strategy." Football players should think in terms of finesse, along with toughness and complete effort.

Our attack is a composite of several types of offenses that have been used successfully by various teams. It's a simple one as far as assignments and techniques are concerned. We have a limited number of plays, but we feel they can take care of any defense.

Basically, this is a ball-control offense. But we also go for the long gainer in certain situations. We ask our quarterback to think in terms of executing a successful play—and that is a gain of at least four yards.

After this four-yard gain, we think in terms of a longer gain, especially when we can create a situation such as a second down and short yardage (three or less), or possibly a third down and short

yardage on certain parts of the field.

Therefore, our theory is to make everything—passes and runs—look alike. After we establish our basic attack by controlling the ball with a series of short gains, we create situations for the longer gain.

An important part of the finesse drive attack is the flexibility of the formations. We feel it's much easier to move the ball by using all types of line-ups than by staying in the straight T with a balanced line. That means that every team we play must prepare its defensive unit against the following formations:

T Formation with a balanced line; needs no call by the QB (**Diag. 1**).

T Formation with unbalanced line right or left with ends split right or left (**Diag. 2**).

Double Wing and Double Slot, both from the T and the unbalanced line; the word "Wing" signals this alignment (**Diag. 3**).

In these formations, there are very few assignment changes. The backs are usually in their respective positions, while the ends must

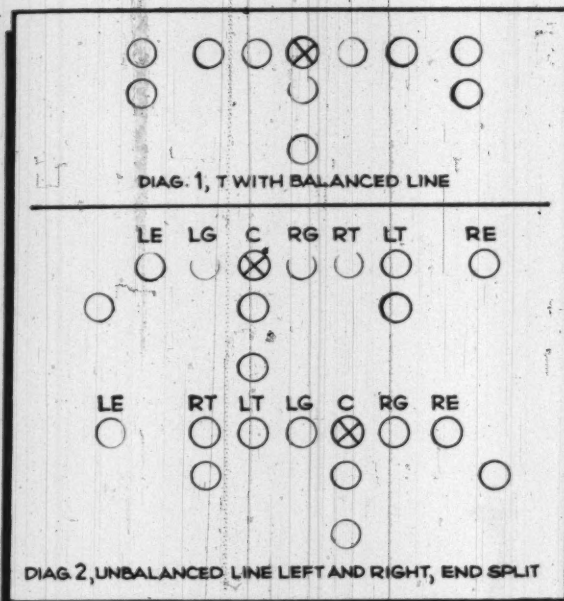
learn a few variations in their blocking assignments. The backs have assignment changes when the ends vary their positions. Inner linemen have very few assignment changes on any of the diagrammed formations.

Play Numbering System: Our blocking system and play numbering system are coordinated in a very simple fashion. Our blocking is based on the count system established by Jim Tatum. The center blocks the 0 man; the guard blocks the #1 man; the tackle blocks the #2 man; the end, the #3 man; and the back, the #4 man. (See **Diag. 4**.)

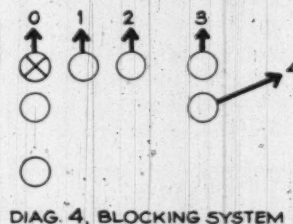
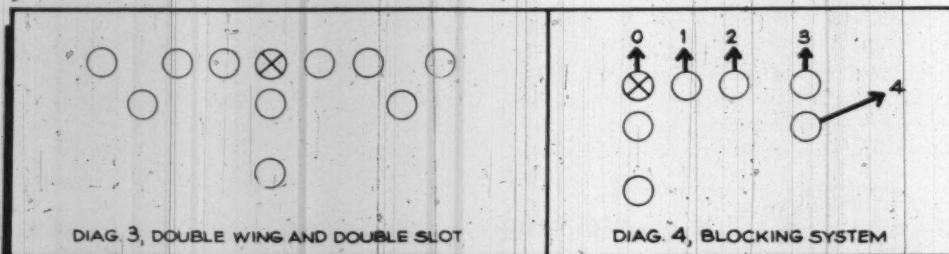
Since this system is well-known, we won't elaborate on it. We do have some variations in our blocking, and we use area blocking against tandems in a defense.

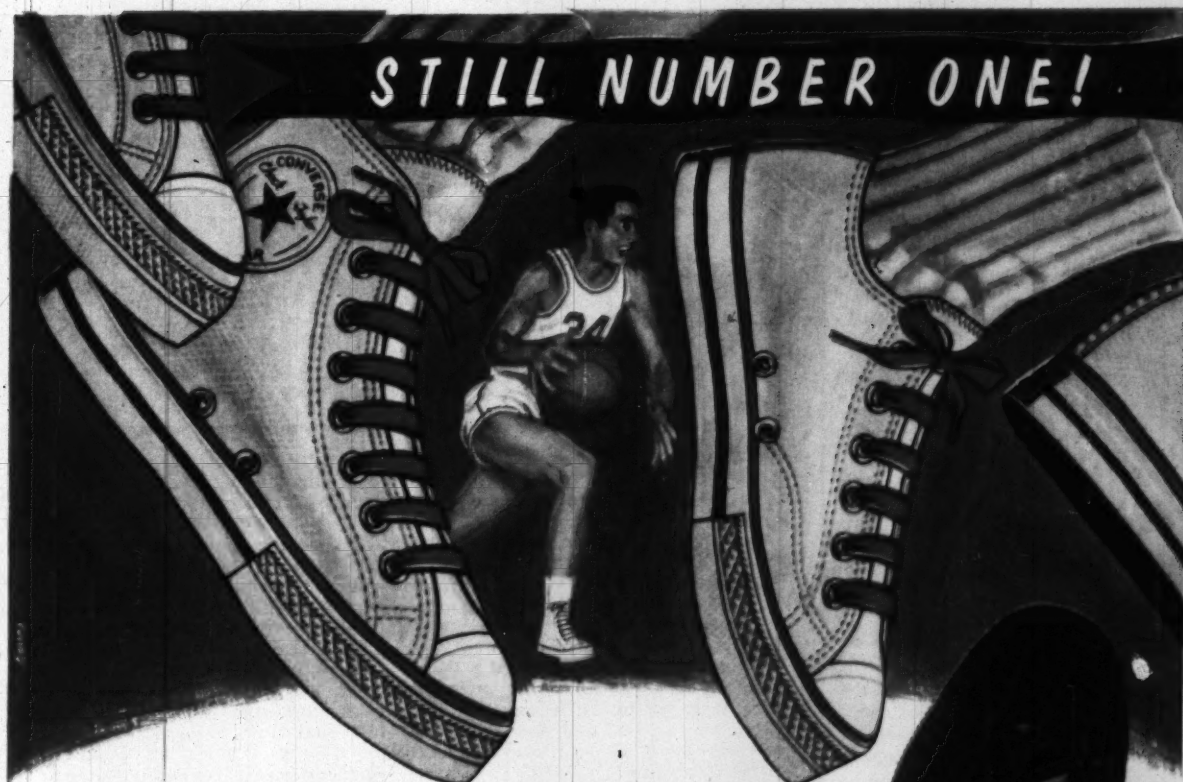
With the blocking system established, there's an association with the play call and the blocking assignment of the linemen. We tie that in with the number of the play called in the huddle. All plays that go to the right are even numbers. All plays to the left are odd numbers. (See **Diag. 5**.)

You can see on a 2: Play, for instance, the association that tells the



DIAG. 2, UNBALANCED LINE LEFT AND RIGHT, END SPLIT





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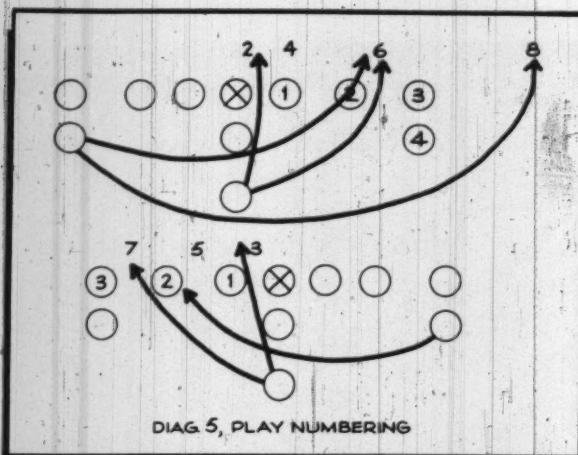
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DIAG 5, PLAY NUMBERING

lineman what man he's supposed to block, and the back what area he is hitting. All plays have the same principle.

Line Splits: Splits in our line vary according to rules we've established. We never split wider than a half man angle on a defensive lineman, though our splits may be wider when we're blocking a backer-up.

We do have limits in regard to how wide we can split. Usually, after a few plays in the early part of the game, we can tell how the defensive men are going to play and we will adjust accordingly.

Backfield Patterns: We have two basic backfield patterns. One is called the "inside finesse drive attack" and the other is called the "outside finesse drive attack." (See **Diag 5.**) We call it the "finesse drive attack" to impress the importance of faking and making every play look alike.

We want the fullback carrying the ball up the middle to look exactly like the halfback off tackle or a pass off that action, so that the defense won't know what the offense is going to do until it's too late, we hope.

The inside attack in itself is an entire offense. Our team knows when they go into the ball game that the inside attack gives them a complete offense that will take care of anything the defense might do to us. We have counters, we have traps, we have passes that hit all zones.

To supplement this and have a harder hitting wide attack, we have what we call the "outside finesse drive attack." In this attack the fullback goes out and up over the off-tackle area, and there are three companion plays. The outside attack is a complete attack also, because we can pass and we can run into all areas. We can counter, trap, and pass.

We supplement the "inside finesse drive attack" and the "outside finesse drive attack" with special plays such as bootlegs, hand-offs, end runs, screens, and draw plays, which are necessary to round out an offense.

The "Inside Finesse Drive Attack," Play No. 2:

Quarterback Techniques. The quarterback lines up with feet even. At

the snap he turns his head as quickly as possible to see where the fullback is. It's important that he get his eyes on the fullback, and from there he adjusts his move to where the fullback is going.

After the quarterback gives the ball to the fullback, he moves out to meet the left halfback faking into the 2 area and puts his hands into the left halfback's pocket. The left halfback then fakes and the quarterback continues on around with a play that looks like a 4 keep.

Fullback Techniques. Fullback is lined up in a three-point stance with his feet even at a depth of three and a half yards. On the snap, he drives straight ahead over the right leg of the center, forming a pocket with the inside elbow up and the outside hand in position so that the quarterback can place the ball in his hands.

After he receives the ball, he's on his own, using his eyes and finding daylight anywhere in the area over the center.

Right Halfback Techniques. He drives at the fourth man as he would on all three plays—2, 4, and 4 keep—and blocks him, using the same techniques so that the fourth man won't know if the ball is coming in there or not.

The left halfback, on the snap, slants directly over the right foot of the right tackle, forming a pocket so that the quarterback can fake into it. As the quarterback withdraws the hands, the left halfback snaps his shoulders away from the point of attack.

Since the point of attack is over the middle, he continues faking approximately 10 yards straight down the field. If he's doing a good job, he'll be tackled most of the time by the defensive man playing in that area.

Techniques of the Center, Right Guard, Right Tackle and Right End. It's very important that these men block straight ahead into the defensive men, just as if the play is a 2, 4, or 4 keep. It's also important that they use the same techniques as on

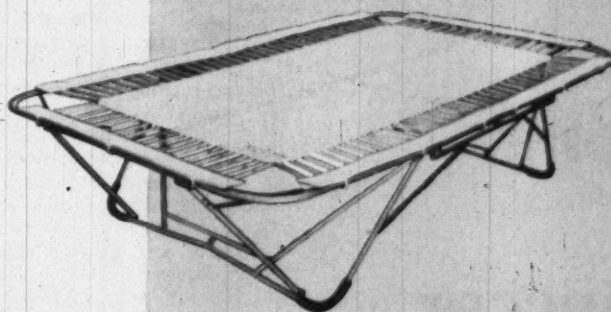
(Continued on page 64)

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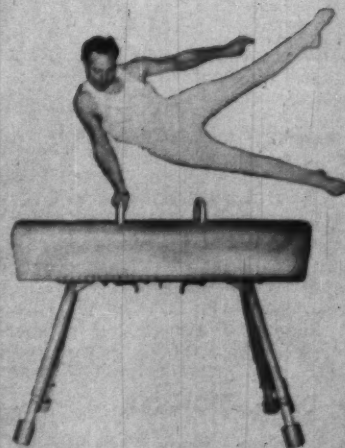
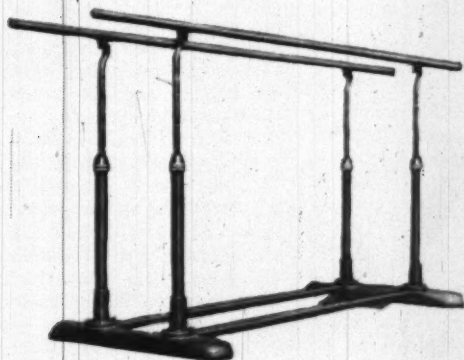
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Practice Drills for Soccer

MOST soccer drills are either so time-worn that both coach and player tend to avoid them, or are too complex or demand too much technique to interest the high school coach and his beginning players. In almost every case, drills produce a mechanical, uninspired response which reduces the value of the activity to almost nothing.

As a result, many coaches eliminate drilling on the fundamentals, and substitute a planned scrimmage in its place.

One of the best of these is called Rotation Scrimmage. Used early in the season, it produces a quick familiarity with the game and at the same time serves as a screening device.

After the players are lined up for the start, play proceeds until the first convenient halt for corrections. The coach makes the necessary adjustments, and then has all players move one position clockwise.

Psychologically, several things happen with this move. The boy moving into a position just vacated by a corrected player is careful not

to repeat his errors. Those moving out vow not to make the same mistake in the new spot—indeed, to play better.

With large squads, a "waiting bench" can be located on the sideline as part of the rotation—one player moving to the last seat while a teammate on the opposite end moves to the field.

In this way, each player can man each position during the course of an afternoon. Both coach and player thus gain an appreciation of individual abilities in varying situations. The boys learn to appreciate the play of the whole team, while coaches can screen individuals on position play.

In the game-like aspect of this drill, players will go all out trying to fill unfamiliar positions, and surprising things may be discovered. Fast linemen, who lack goal-getting ability, may find their speed ideal for a defensive spot. Hard-running, dogged backs with sure feet, may fill positions on the line. Ball-hawking wizards, formerly manning the bench, may win a regular spot between the uprights.

At least part of several scrimmages in the early weeks should be devoted to rotation scrimmage. Coaches will find their players looking forward to these sessions, since the element of competition—so much a part of learning—is present to a high degree. At last the backs get their chance to score, while the forwards get their opportunity to break up plays.

The remaining drills are presented in "stations" form—spotting activities about the practice area to which groups move in regular order on a signal from the coach. It's an efficiency plan in which the drill activities are explained and demonstrated separately only once or twice during the first days of practice.

Once the spots for heading, defense, ball-control, etc., have been set up, the drill period may be begun, with each player knowing his beginning group and station and reporting in regular rotation to the next activity, on call.

The drills outlined here constitute a group of activities easily arranged in such a way. Though they're not all-inclusive by any means, secondary coaches will find it best not to overburden youthful learning processes with too much variety. Concentration on fewer basic essentials will profit them more.

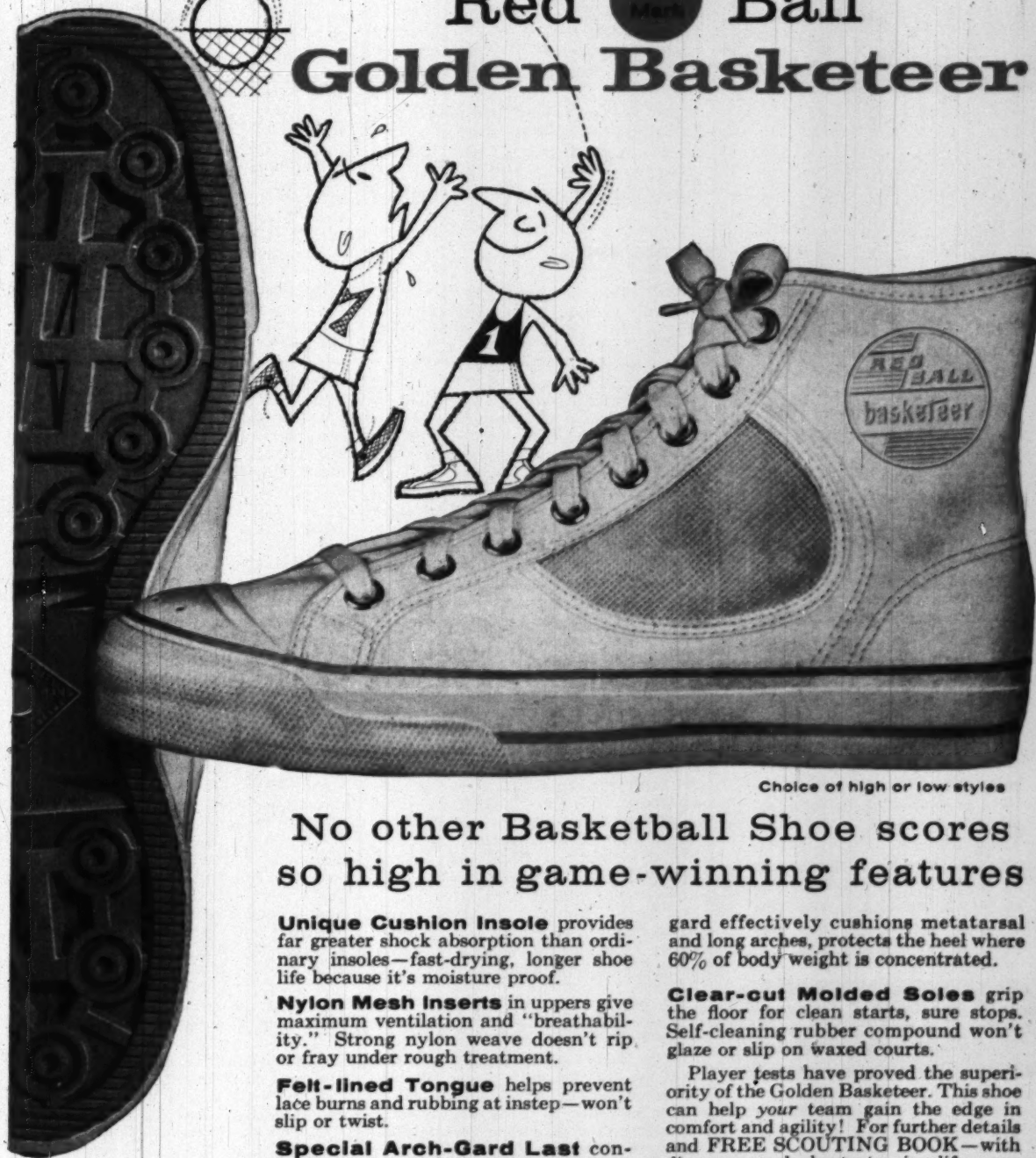
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By D. Y. YONKER

Coach, Drexel Institute (Philadelphia)

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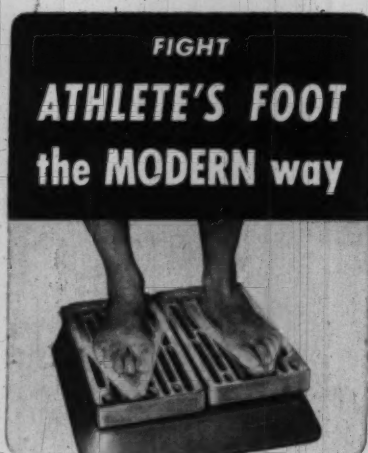
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each activity successfully, will sustain interest—while the repetition involved will insure learning. No claim is made for originality. These activities have developed out of long association with the game, and serve as splendid means of introducing basic techniques of ball control, dribbling, heading, and defensive play.

Besides improving teamwork and individual techniques, they also produce a high degree of conditioning—a natural outcome of the fast ball movements and sustained running pace.

BALL CONTROL

Ball control, involving trapping, heading, passing, and individual mastery of the ball, can be readily introduced to beginning players through the game of "One-Bounce" or "Patsy."

Players form a tight ring within which the ball is touched upward by one player so as to bounce in the center of the circle. Any player in the circle may then move to the ball and lift it upward with his feet or head, one or more times, ending with a touch in the direction of another player or into the center of the ring.

The ball must be taken out of the air, or on one bounce. More than one bounce, after being touched by a player, constitutes an interruption of the activity, and play is restarted.

Someone in the circle keeps a record of the number of uninterrupted touches by counting aloud. Players, and other circles, compete with each other, and there's always a conscious attempt to better the previous total. Players learn the soft, gentle touch to keep the ball within controlling distance, and quickly become adept with both feet—a prime objective for most high school coaches.

Any number of circles can be distributed over the usual practice area, and should be controlled from a central point. It's wise to limit circles to no more than six boys. With especially able players, it will be necessary to limit the number of touches allowed each player before he must give off to a teammate.

The ball should always be directed toward the center of the circle in order to keep the group in a stable position on the field. Long or high kicks will force the whole circle to move in order to make adjustments, resulting in a shorter sequence. This detracts from the objective—having players contact the ball a maximum number of times.

PASSING

Groups of sixes are divided into two lines of threes facing each other about five yards apart. The groups work across the field, with one line walking backward and the other forward as the ball is passed between them. When the opposite side of the

field is reached, the group reverses direction.

At the beginning of the season, the coach may require players to call the name of the teammate to whom they're directing their pass. This is a splendid way of familiarizing the boys with one another, as well as developing good teamwork habits. The ball is kept on the grass throughout, with the emphasis increasing during the season on sharp, short passes and precision control.

As the players improve their ball-handling, the distances between both the men and the two lines can be increased. You'll find, however, that there's an optimum distance beyond which it will be unwise to extend.

This back-and-forth action of six players builds up the concept of triangulation, especially after the pace is increased to a jogtrot or run. No better way has been developed to familiarize players with the names and abilities of their teammates. From this drill each will learn the strengths and weaknesses of the other in respect to handling the ball. Coaches will notice immediate results when the players used together in this drill start playing adjacent positions on the field.

HEADING

Two objectives are important in teaching heading. Beginners must be taught to head downward to bring the ball within playing range of their teammates' feet, and that the head is an easily useable extension of the body which can take the place of hands in emergencies which tempt the players, to foul.

The line formation is best for early work, since an important factor of heading drills is to present the ball to the header in useable fashion. This can be done regularly only by serving the ball by hand—tossing or throwing.

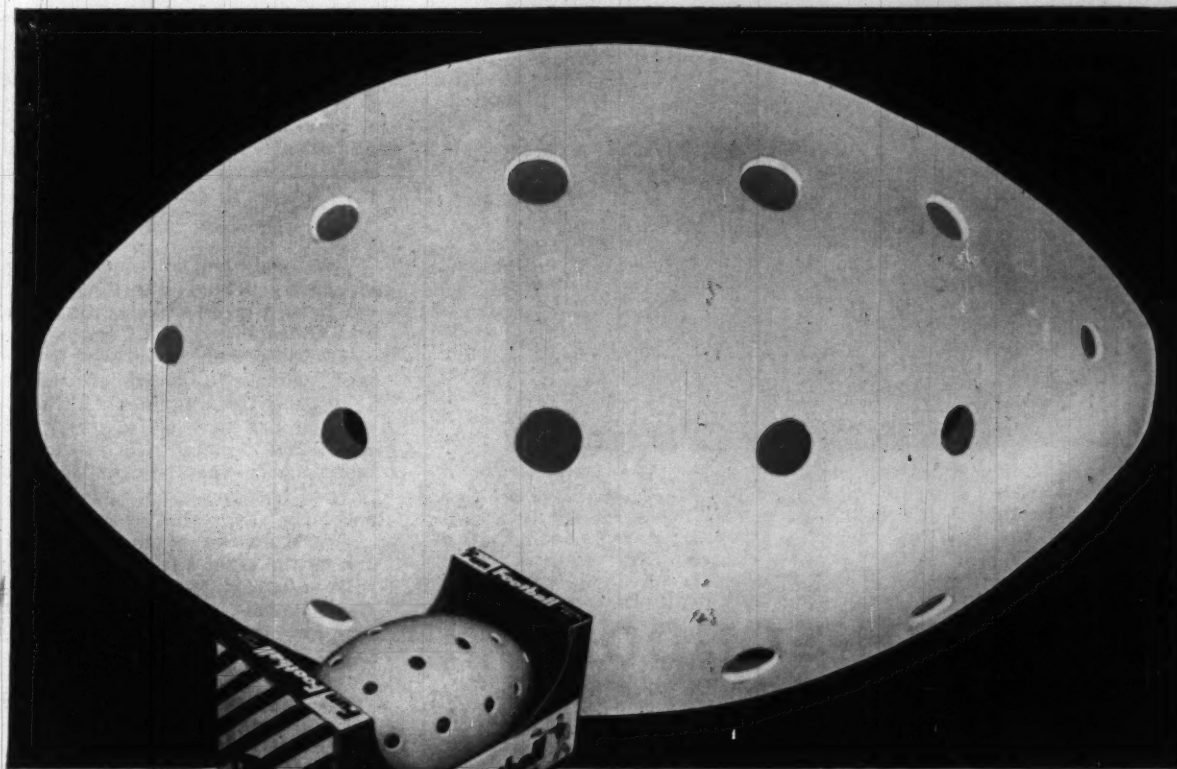
The player should mount above the ball to make his contact. This is the secret of heading downward. By leaving his feet, the beginning player can easily head down to the ground. If he remains with his feet braced on the ground, the ball will rise.

In moving directly from one heading group to another, players eventually come to a more highly advanced technique. This consists of diving into a low ball in order to head it clear. As coaches will be quick to recognize, the boys must be taught to break their fall correctly before any concentrated work on this technique is undertaken.

However, by starting over a jumping pit, or by having players assume a crouch prior to straightening the body, the average schoolboy will quickly master the technique of projecting the body almost horizontally in order to contact the ball.

Coaches will point out that this is a "last ditch" method, to be used only when no other means can be brought to bear on the ball. However, like the goalkeeper's dive, this spear-like action of the body will sometimes save

(Concluded on page 71)



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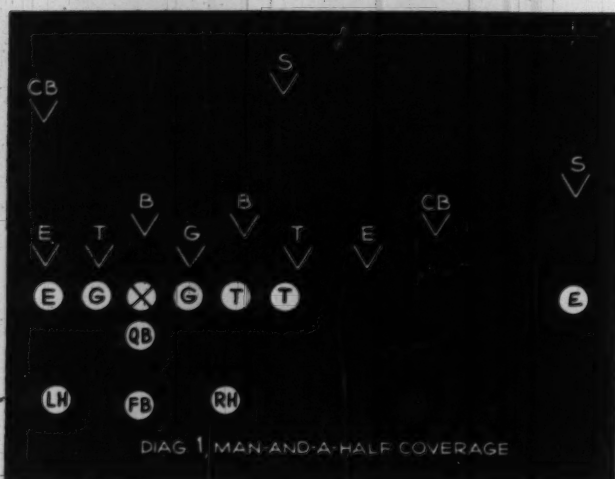
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A HIGH SCHOOL Lonely End Attack

By PETE DYER

Coach, Dobbs Ferry (N. Y.) High School

IN THE FALL of 1958, Army shocked and fascinated the football world with its lonely end alignment. Its great success that year prompted many colleges and high schools to adopt the formation and the basic philosophy that goes with it.

The lonely end alignment can be extremely potent. But I believe it can be only as effective as the lonely end himself.

At Dobbs Ferry, we were fortunate enough to go undefeated in 1959, using this alignment. Although we had fine over-all material, the effect that "lonely" had on the defense, both psychologically and physically, was a great factor in our success.

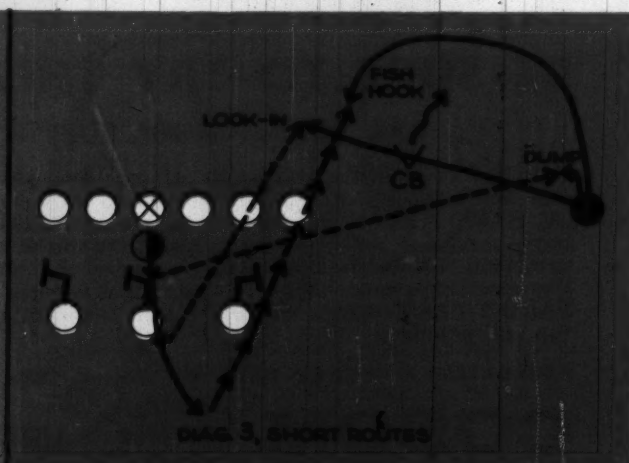
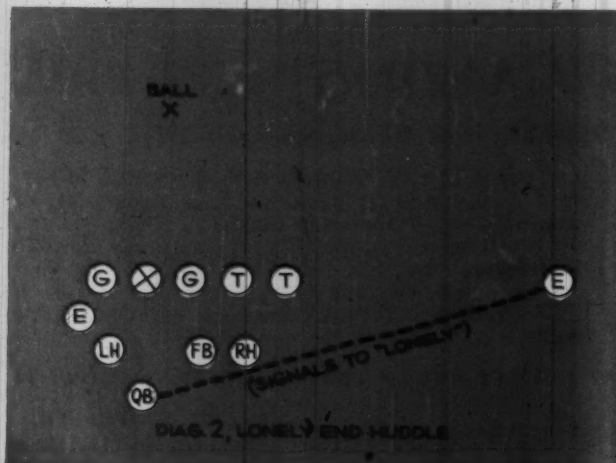
Operating out of an unbalanced line to the right with the right end split anywhere from 15 to 30 yards from the ball, creates quite a problem for any defense. We've found that the very best distance for "lonely" to be split is about 20 yards from the ball, or about 15 yards out from his outside tackle.

The defense either covers the lonely end well, giving you that jump on the running game, or they don't cover "lonely" adequately, allowing you to complete passes to him. The offensive philosophy is just that simple!

The lonely end alignment will force the defense to do two things:

1. Get out of any type of wing defense (5-4-2, 6-3-2, 6-1-umbrella, etc.).
2. Play three secondary men deep at all times.

When this happens, the running game becomes much more effective. If the defense doesn't do these two things, they're showing little respect



for the lonely end, and the passing game then must become the chief weapon.

In order for the entire offense to function smoothly and consistently, the defense must be made to respect the lonely end. Anytime that "lonely" isn't covered by a man-and-a-half, we start throwing to him, and we continue throwing to him on every play until the defense shows proper respect by covering him in this manner.

In covering the lonely end with a man-and-a-half, the defense must put one man on "lonely" head-on about seven yards off the line of scrimmage. This defender must be able to cover the lonely end on his deep pass routes to the outside.

A second defender must be positioned so as to be able to cut off the lonely end's short pass routes and still give outside support against the running game. This defender is hence termed the half man in lonely end coverage.

However, when "lonely" is covered with a man-and-a-half, the two previously mentioned objectives of the alignment are accomplished—we have the opponent out of a wing-type defense and we've forced them to play a three-deep secondary defense. Now we can go back to running them to death (Diag. 1).

To accomplish all this, "lonely" must be a real athlete with emphasis on his pass-catching ability. He must have that insatiable desire to catch a football, and be able to make the catch even though well-covered. It would be foolish to put a mediocre performer out there and expect to get the most out of the alignment. He'd never establish himself as a real threat, and therefore you'd rarely force the defense out of its wing-type alignment.

If one defender can adequately cover your lonely end, you're dead as a lonely end offensive team. Army

put a fine pass-catching athlete out there in the person of Bill Carpenter, which is proof-positive that the alignment is only as effective as the ability of the lonely end.

We keep the lonely end out of the huddle and out in the flat area for a few very good reasons.

First, he's a constant psychological threat to the defense while standing out there in the open and taking his signals from the huddle.

Secondly, the presence of the lonely end inhibits the defensive huddle to some extent, for one or two defenders will have to forego the defensive huddle to stay out there with him. Otherwise, the offense could call two plays at once in the huddle, and get the ball out to "lonely" very quickly on the second (non-huddling) play.

By inhibiting the defensive huddle in this manner, we're taking away a lot of their stunting techniques and forcing them to play their straight basic defense most of the time, thus expediting the overall offense.

The third reason we take "lonely" out of the huddle is to save him almost a mile of running in the average ballgame. True, he must be within 15 yards of the ball for a full second while the rest of the team is huddling. But we save him this 15 yards going into the huddle and the same 15 yards coming back out of the huddle, or 30 yards on every play. Since we average about 53 plays per game, we're thus saving "lonely" 1,600 yards of running in each game.

Although the lonely end is in excellent physical condition, we realize that the more work a person does the sooner fatigue will set in, and when fatigue does set in, the physical reactions slow down. We must have a lonely end with good reactions in the fourth quarter. So "lonely" gets his signals from the quarterback in the circular type huddle (Diag. 2).

We equip "lonely" with three short

routes and three deep routes, with an appropriate signal for each route. Any set of baseball type signals can be worked out between the quarterback and lonely end to signify which route is to be run on any given play.

We found the two-point stance to be the most effective stance for the lonely end, since it enables him to line up on the ball without causing an illegal formation by being back off the line of scrimmage. The two-point stance also allows for much more lateral movement and overall mobility than the three-point stance. This is a very important factor whenever the defense tries to hold up the lonely end on the line of scrimmage.

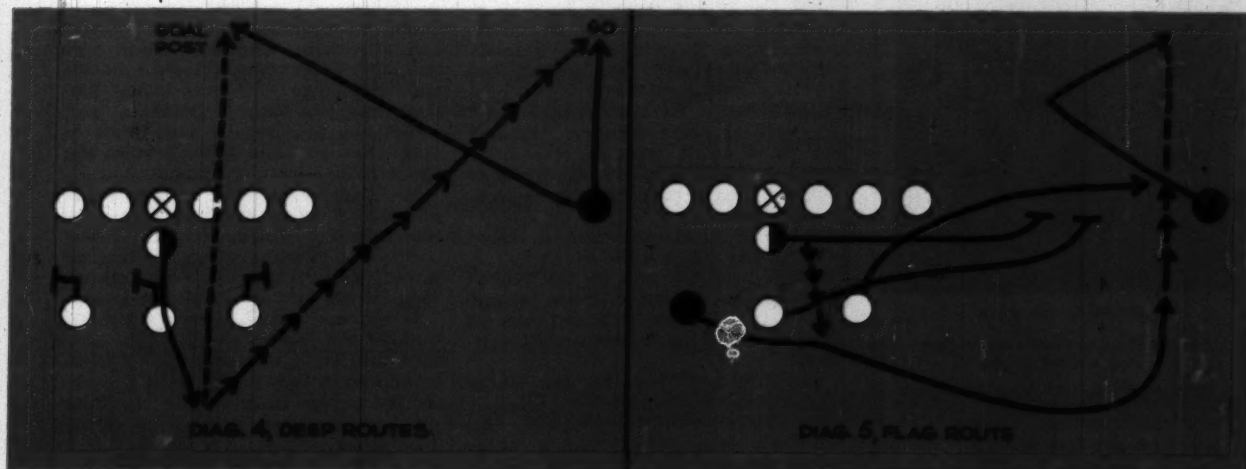
The three short routes used by the lonely end are the dump route, the look-in route, and the fish-hook route. (See Diag. 3.)

Dump Pass. Anytime the defense covers "lonely" with but one defender and that defender is seven yards or more away from him, the automatic dump pass is called at the line of scrimmage.

The quarterback takes the ball from center, sets up to pass as fast as he can, and fires a strike to the lonely end. The latter takes just one forward step with his outside foot and turns in to catch the ball. After the catch, you have a nice one-on-one open field situation.

Look-In Pass. Anytime that the defense covers "lonely" with but one defender and that defender is just a few yards away, we try to hit our end with the look-in pass. The quarterback back-pedals quickly and stops and unloads anytime the split end is in the clear. The end must expect the pass anywhere along this look-in path.

Fish-Hook Pass. If the defense does cover the lonely end with a man-and-a-half, like they should, the only short route we can run is the fish-hook. The lonely end takes a route or

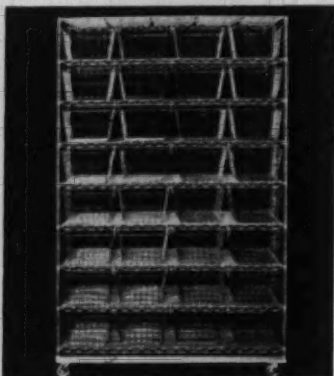


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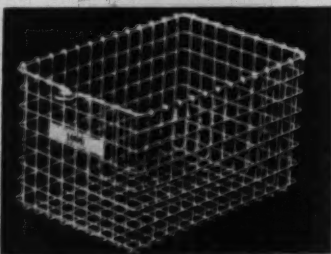
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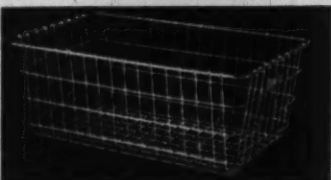
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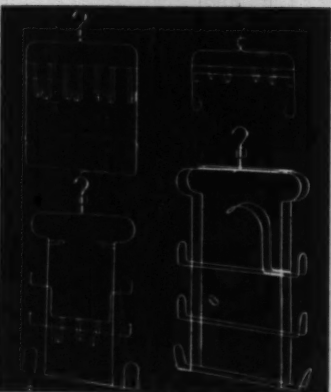
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path that resembles a fish-hook, hooking around behind and to the inside of the corner backer. He comes to a dead stop and faces the passer at this point.

The three deep routes used by the lonely end are the "go" route, the goalpost route (Diag. 4), and the flag route (Diag. 5).

"Go" Pass. Here's another route that's quite effective whenever the lonely end is covered by but one defender and that defender is fairly close to the line of scrimmage. We just try to find out if "lonely" can outrun the defender straight down the field and catch a drop-back pass on the dead run over his inside shoulder.

This, of course, is pretty tough to accomplish, but we did manage to successfully execute it twice for "homeruns" last fall.

Goalpost Pass. If the quarterback feels that "lonely" can get up the deep middle, due to the fact that the defensive secondary refuses to play three men deep, the goalpost route signal is flashed to the segregated end. The quarterback drops back and hits the end the moment he's open on his cut toward the goalposts.

Flag Pass. This is an extremely effective cut for the lonely end on an action pass to his side of the field, especially the quarterback roll-out pass and the left halfback running pass.

This route gives the passer fine visual depth perception at the point from which he throws, since it creates a perfect throwing angle between the passer and receiver, as "lonely" cuts at that little red flag on the corner of the goal line.

If, for instance, the end were running a "go" route on such a play, the passer would be on a direct line behind the receiver at the throwing point. Since there wouldn't be any angle to aid in the passer's depth perception, it would be very difficult for him to determine whether the lonely end was 20 or 40 yards downfield. The flag route, therefore, is the one to utilize on such an action pass.

THE RUNNING GAME

The lonely end's job in connection with the running game is indeed quite simple. He always comes in on the half man, or corner backer, and keys this man's reaction.

If the corner backer "hangs tough" or starts to come forward, "lonely" cuts him down with a cross-body block, for this defensive reaction tells "lonely" that a running play is coming his way.

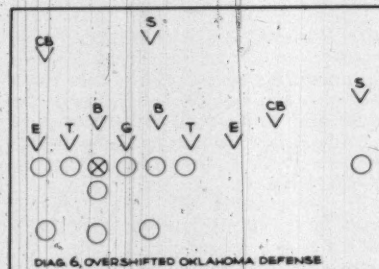
If the corner backer starts to rotate toward the other side of the field, "lonely" must let him go for fear of clipping the defender from behind. The end then peels back and cuts off the pursuit of the defensive left half-back.

It's very important for the lonely end to key the corner backer's reaction very carefully and very quickly, for we don't signal "lonely" as to where we're running the ball. He gets a

forward pass signal and a route signal on a pass play. But when he gets no signal at all, "lonely" knows that the play will be a run. Hence the corner backer reaction key is vital in dictating the lonely end's job on a running play.

As the season wears on, there's a natural tendency for "lonely" to loaf on plays on which he doesn't get the forward pass signal. To counter this human frailty, we find it extremely helpful to false signal our boy about a half dozen times a game.

In other words, on a running play our quarterback will sometimes signal a forward pass and give "lonely" a specific pass route to run. At the snap, "lonely" will fire out hard into a very sincere pass route, only to see our club run an inside belly series play. This provides two real good things for us: first, it prevents the defense from successfully keying the initial effort and movement of the lonely end; and, secondly, it helps prevent our pass and route signals to "lonely" from being stolen by the opposing coach.



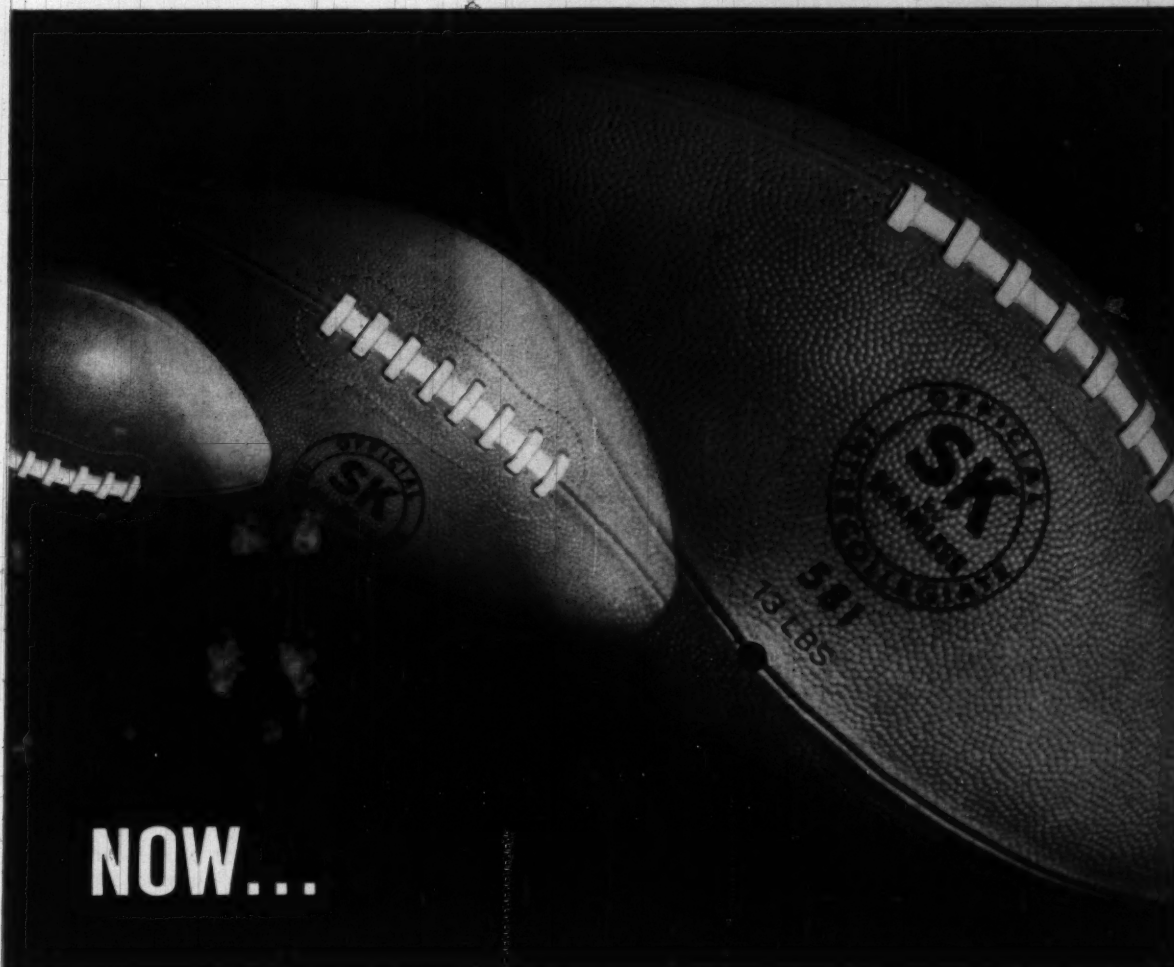
How do we know whether to run the longside or the shortside of the alignment? Well, at first we did not, for we approached the problem from an erroneous point of view. We tried to figure out whether the defensive alignment was a 5-3-2-1, 5-4-2, 6-3-2, etc., just as we did when we were a balanced-line offensive team. Then we tried to spot openings inside the defense in the form of uncovered offensive linemen.

After a couple of ballgames in 1959, we found this approach wasn't very sound for the unbalanced-line lonely end alignment. The big reason was that the defense would give us all sorts of strange "defensive looks," due sometimes to pure confusion and sometimes to carefully laid plans to stop what we liked to do best on the ground.

We finally hit upon a simple yet effective rule-of-thumb key for our quarterback, which, I feel, really made our running attack. When up under the center, our quarterback looks to his left at our shortside end.

If he sees less than two defenders outside the end in the form of linemen and/or linebackers, he immediately knows that the defense is over-shifted to our longside. He then runs our entire offense toward the shortside (Diag. 6).

(Concluded on page 54)



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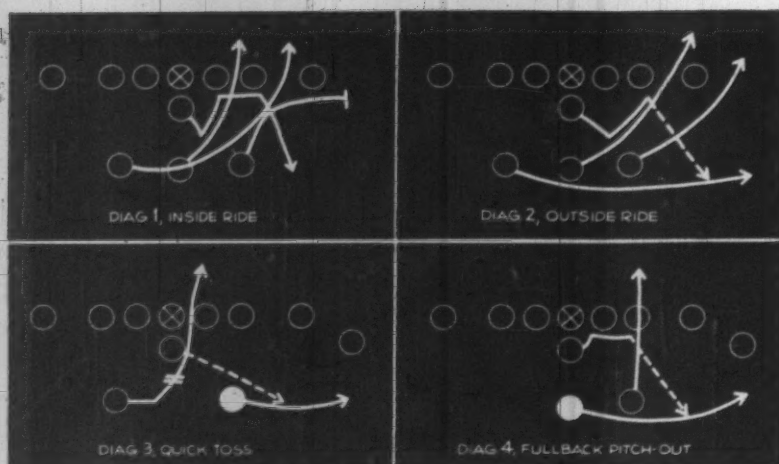
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Combining the Inside and Outside Rides

SEVERAL years ago Georgia Tech introduced to big-time football an innovation known as the Belly Series. A new concept in offense, it captured the imagination of the coaching fraternity and is now part of thousands of college and high school attacks.

The "trigger" for the belly or ride series is perfect faking. This facilitates the blocking, freezes the defensive secondary (forcing them to hold their positions momentarily to ascertain the play's direction), and, lastly, delays defensive line pursuit.

The principles upon which the faking is predicated include: (1) indicate to the defense the man you're giving the ball to, (2) accentuate this by allowing the back to carry the ball for as long as possible, then (3) at the last possible moment withdraw the ball and hand off to another back.

Of the several types of ride plays, two series have proven to be the most effective—the inside series and the outside series (Diags. 1-2).

Two years ago we adopted the inside ride series as part of our basic attack. Since we operated from a pro-type winged T in which the quick toss and fullback pitch-out were our basic outside plays, we

didn't install the outside ride series. (See Diags. 3-4.)

Last season, however, we decided to combine the inside and outside series into one play. Before we discuss this, a brief explanation of how we execute the inside ride series is necessary (Diags. 5-6).

We have the fullback line up a half yard deeper than normal in order to slightly prolong the ride, thus improving the fake.

The quarterback open-pivots in the direction of the faking fullback, taking approximately a 12-inch step back toward the fullback. He places the ball in the pocket formed by the fullback's hands and arms as soon as possible. The full back doesn't clamp down on the ball, but leaves it in complete control of the quarterback to allow him to withdraw it at the desired time.

By **HARRY T. GAMBLE**
Coach, Audubon (N. J.) High School

The second step is simply a natural movement with the opposite foot to maintain proper balance and weight distribution. During the ride, the quarterback's chest rests gently against the inside shoulder of the fullback. His face and head actually project slightly over the fullback's back, while his eyes are focused down the line toward the area where the handoff to the second back will take place.

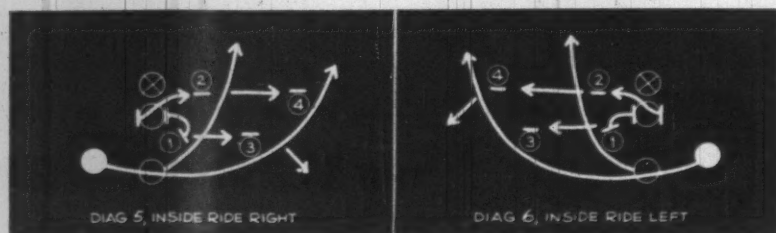
This "togetherness" tends to accentuate the fake and allow the quarterback to ride the fullback longer and farther, since his arms are in a flexed rather than extended position for most of the ride thus allowing for extension just prior to withdrawal.

After riding the fullback into the lane between guard and tackle, the quarterback withdraws the ball and takes his third step. This is done with the foot that made the first step, and serves to position the quarterback prior to step number four. It's on this step (step 4) that the ball will be handed off. From this point, the quarterback continues to fake wide or back to pass.

Originally, the inside ride series was added more as a supplement than as a basic play. However, it soon became our most consistent ground-gainer, and is now considered a most important part of our offense.

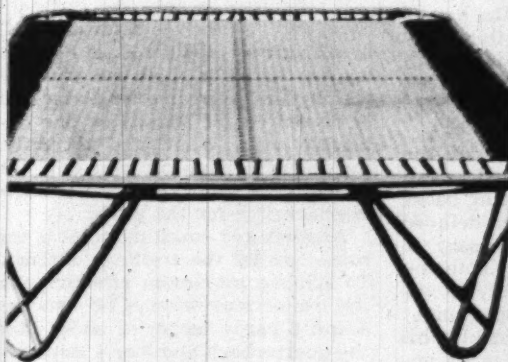
Upon studying our 1958 game films, we discovered that we were using this off-tackle series so often and with such success that opposing defenses were beginning to commit themselves recklessly as soon as the play started in an effort to stop the play they felt was coming.

Further analysis revealed that the defensive end and linebacker seemed to be the two individuals most affected. The end closed down the line very sharply and the linebacker came up very quickly, causing a bottleneck in the off-tackle lane, but





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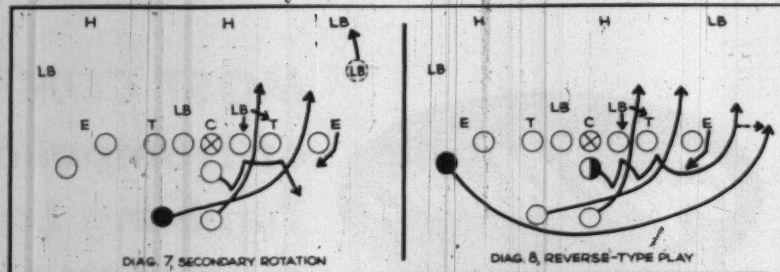
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leaving the outside extremely vulnerable.

This weakness to the outside was usually accentuated by a full or semi-rotation by the deep defensive secondary to compensate for our flanker. (See **Diag. 7.**)

At first we considered the possibility of developing some type of pass play to exploit this defensive weakness. Consideration was also extended to the outside ride series. We finally decided that a running play beginning exactly like the inside ride series but climaxing in an outside running play was what we wanted. Neither of the first two considerations could provide this.

Consequently, the outside ride series was eventually refined to provide what has become our most consistent ground-gaining reverse-type play. (See **Diag. 8.**)

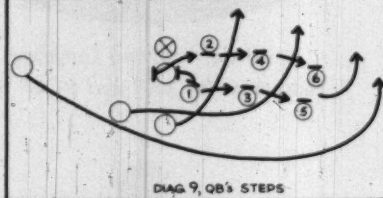
The play began exactly as the inside ride series and entailed but few minor changes. Instead of faking to the fullback as long as on the inside ride series, the quarterback somewhat abbreviated his ride. This enabled him to move toward the off-tackle hand-off area a little more quickly.

After the fake to the fullback, the quarterback moved down the line of scrimmage a little deeper than normal to allow him to ride-fake with the halfback who normally received the hand-off on the inside ride series.

Meanwhile, on the hike of the ball, the flanking back raced at full speed behind the other faking backs to position himself for a delayed pitch. We found it unnecessary to put this man in motion. By going on the snap, he was invariably in the proper position at the proper time.

The quarterback, after making his ride-fake to the fullback, made another somewhat abbreviated ride-fake with the halfback who'd normally carry the ball on the off-tackle play.

To the defense, of course, this looked like the off-tackle play; and the end and linebacker reacted in their normal fashion, leaving the outside unprotected. At the last possible moment, the quarterback re-



tracted the ball, swung around behind the defensive end, and went on downfield.

The quarterback was directed to keep the ball until a potential tackler approached. In many instances this would-be tackler was the defensive halfback. Again at the last possible moment, the quarterback flipped the ball to the trailing halfback.

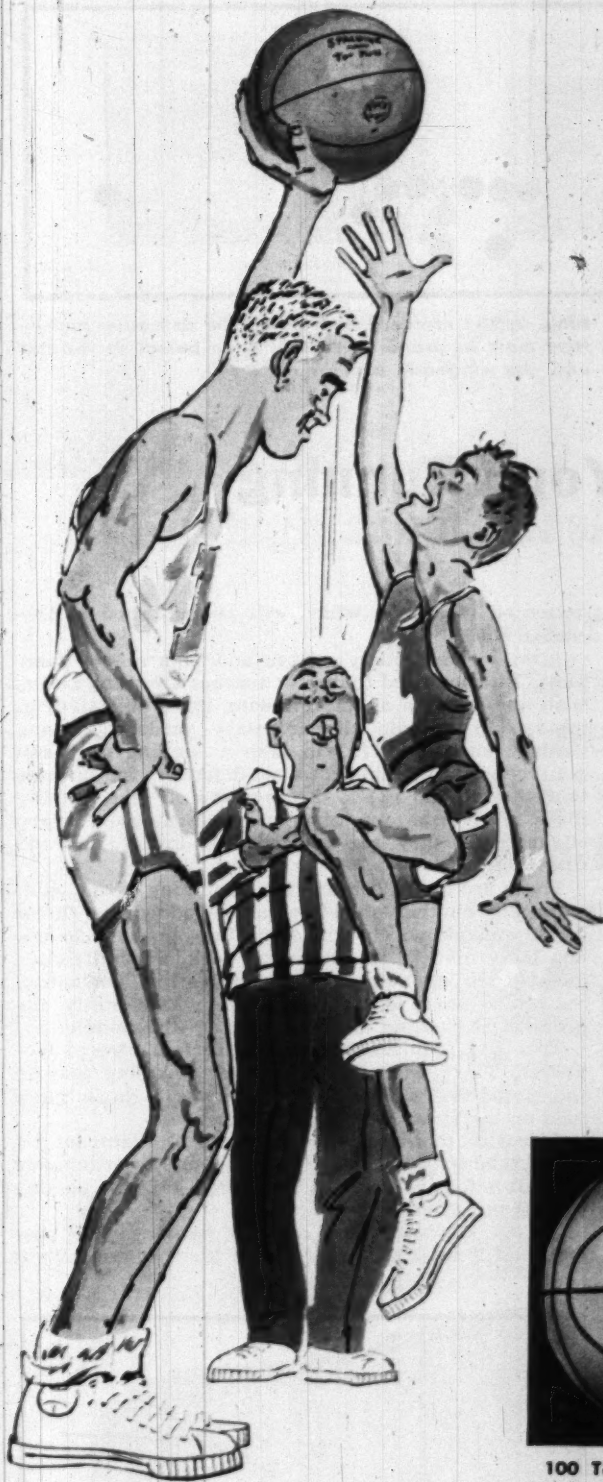
The steps taken by the quarterback are similar to those on the inside ride series. The only difference is that the third and fourth steps are also ride steps. To make the ride with the halfback as effective as possible, the quarterback should be a little deeper than he would if handing the ball off. Once he has completed his second ride fake, he moves out and back, around the defensive end, breaking sharply downfield. (See **Diag. 9.**)

It's imperative that the quarterback, once around the defensive end, break sharply downfield. If he runs too far laterally, both he and the trailing halfback can often be tackled or driven out of bounds by one defensive man. When run correctly, the defensive man can play only the quarterback, thus keeping the trailing back free for the pitch.

Another key coaching point is the route run by the trailing halfback. To achieve maximum effectiveness, the trailer must always be between 4 and 6 yards deeper or wider than the quarterback and 3 or 4 steps behind.

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(Concluded on page 69)



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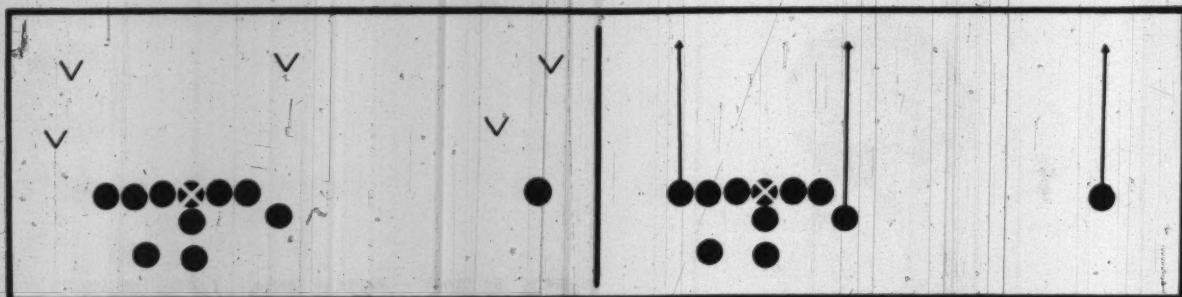
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Diag. 1: Threat of running pass on closed-end side and threat of quick jump pass on other forces defense to play five men in the perimeter pass defense.

Diag. 2: The problem confronting the defensive backs—they must be prepared to stop deep passes to the left end, the wingback, and the right end.

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EVERY coach can complement his basic Wing T or Split T running attack with two of Jack Curtice's most successful short passes. (Note: Coach Curtice is generally regarded as the profession's leading proponent of the passing game. His teams have led the nation in that department in two of the past three seasons.)

But first I'd like to do two things: (1) dispel your fear of passing, and (2) explain how this method of combining passes and runs differs from that of most coaches.

Fear of passing is based on interceptions. Most players are taught that to gain ground they must be tough and whip their opponents physically. After they've had some success doing this, a pass interception cannot only cause a loss of the ball but a loss of spirit as well. (Some coaches even argue that pass completions can breed an "easy come, easy go" attitude and a consequent loss of spirit.)

Interceptions are catastrophic, but the idea that all types of passes are potential interceptions is fallacious. For example, Coach Curtice hasn't had his jump pass intercepted in the past five years. But over the same period, his teams have lost the ball a number of times by fumbling hand-off plays.

All passes don't involve the same degree of risk, and some can be thrown with no more chance of interception than of a fumble on a running play. In the final game of the 1959 season, Stanford's quarterback, Dick Norman, threw 43 passes and connected on 38 of them. Of his five incompletes, three were thrown away intentionally and only one was intercepted—and that intercepted pass hit the receiver in the hands.

The point is that interceptions can be avoided. (All of Jack Curtice's ideas on how to avoid them are

presented in a book which will be published in December 1960.)

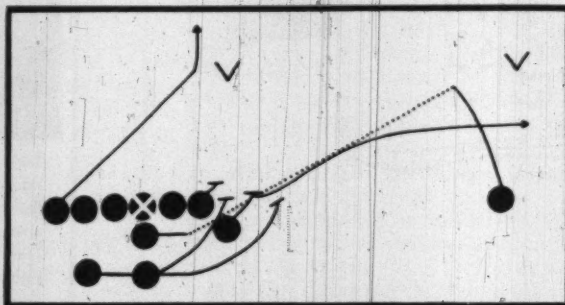
After viewing many college and high school game films, I'm convinced that most coaches are using passes with one or more of the following three objectives in mind: (1) to gain the necessary yardage in long yardage situations; (2) to fake a running play and get receivers in behind the deep defenders for surprise touchdowns; and (3) to throw passes off fake running plays to give the defensive men two things to worry about when they see a particular initial backfield movement.

These are sound reasons for combining passes with runs. But another objective can be added: to throw certain passes which will force the opponent to use one more man in the defensive backfield and consequently one less man on the defensive line. Obviously, the achievement of this objective will simplify the problem of running off-tackle and up-the-middle.

This idea requires the use of a certain type of formation. There must be a threat of a running pass on the closed-end side and the threat of a quick jump pass on the spread-end side (**Diag. 1**).

Although this is a standard Wing T alignment (it can also be set up to the left), it presents a particularly difficult defensive problem when used with the passing threats mentioned above.

To my knowledge, no one has exploited the possibilities of the formation. In fact there's an excellent



Diag. 3: If only one man covers the spread end, this jump pass can be completed for consistent gains.

By **HOMER A. SMITH**

Assistant Coach, Stanford University

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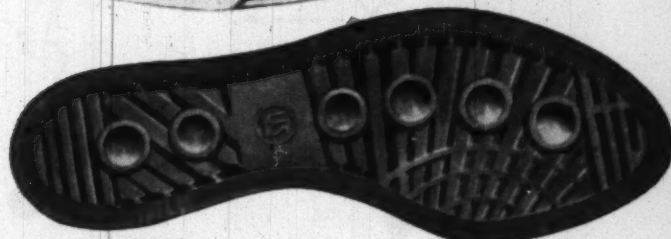
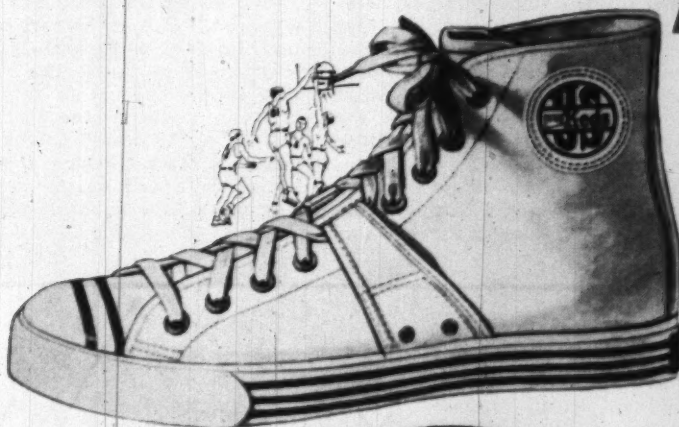


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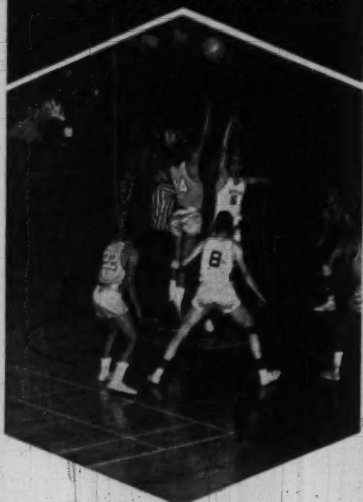
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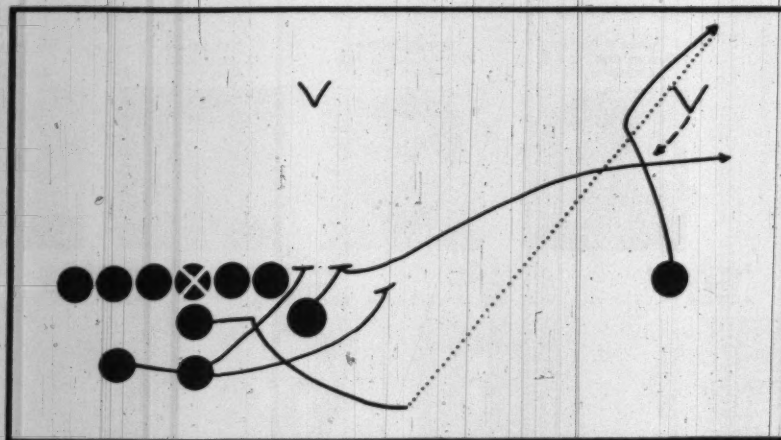
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Diag. 4: If the defensive halfback comes up to stop the jump pass, a deep pass off a jump pass fake should net a touchdown.

200-page book on pass defense which doesn't even show the formation or discuss the problem it presents.

The idea is to force the defense to play five men in the perimeter pass defense. If five men are committed in the perimeter defense, there'll be only six left in the interior defense. And with six men playing against the seven-man offensive front, there should be a weakness against inside running plays.

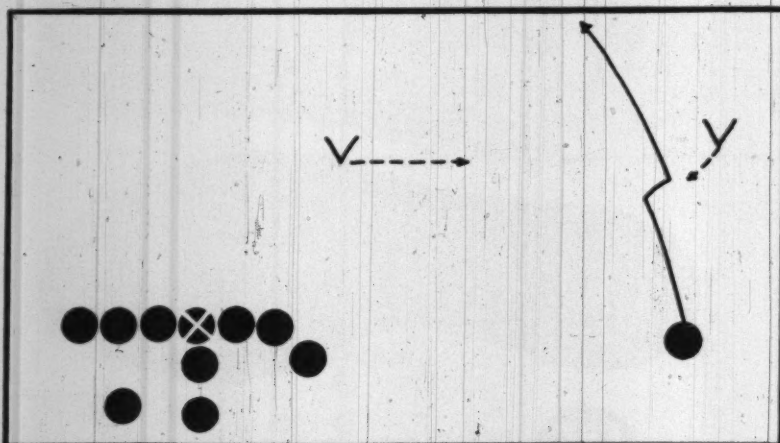
The problem is to force the five defensive men into the perimeter defense. To achieve this, three steps are required. First, the offensive team must force the defense to play three defenders deep. If the spread end is 10 or 12 yards from the wingback, the defense has little choice.

Defensive backs must be prepared to stop deep passes to the left end, the wingback, and the right end

(Diag. 2). By including these deep pass threats in the attack, the offense can count on facing a three-deep defense.

Second, the offensive team must force the defense to play one man in a position to stop a jump pass to the spread end. It's impossible for one man to stop the deep outside passes and also the jump pass thrown to the receiver running at an angle to the inside (Diag. 3).

(Note: If the jump pass is thrown hard and toward the receiver's stomach, there will be almost no chance of interception. The passer delivers the ball at the height of his jump just as a basketball player does in a jump shot. The receiver must be careful not to run at too great an angle to the inside and thus give the inside linebacker a chance to block the pass. If the ball cannot be thrown on the jump, the play becomes a running pass with the wingback in the flat.)



Diag. 5: If the halfback stops the jump pass and the safety rotates over to cover the deep pass threat, this pass play should score.



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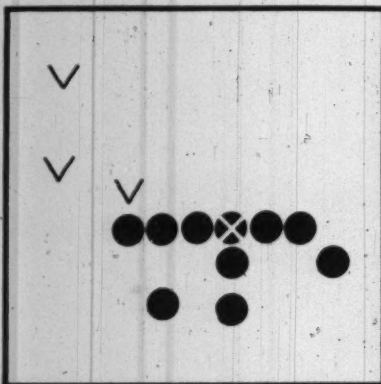
If only one defender covers the spread end, this jump pass can be completed for consistent seven, eight, and nine yard gains. If the defensive halfback comes up to stop the play, a deep pass off a jump pass fake should net a touchdown (Diag. 4).

If the halfback stops the jump and the safety rotates over to cover the deep pass threat, the pass in Diag. 5 should score.

This combination of threats will force the defense to play two men on the spread receiver—one to cover the deep passes and one to cover the short jump pass.

Third, the offense must force the defense to play two men in the perimeter defense on the closed-end side. This is the most difficult of the three steps. The easiest way to stop a running pass to this side would be to have men in the positions shown in Diag. 6.

(The spread right end isn't shown in Diags. 6-10.)



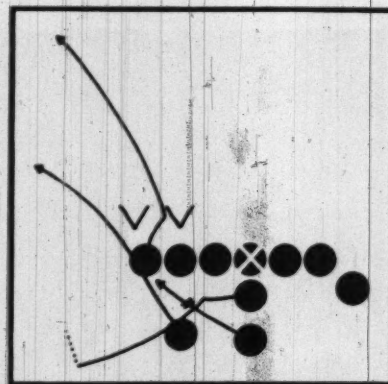
Diag. 6: Best defense to stop a running pass to closed-end side.

However, there are methods of stopping the running pass without putting the extra man in the flat zone. So the offense must be prepared to attack these methods and force the fifth man into the perimeter defense.

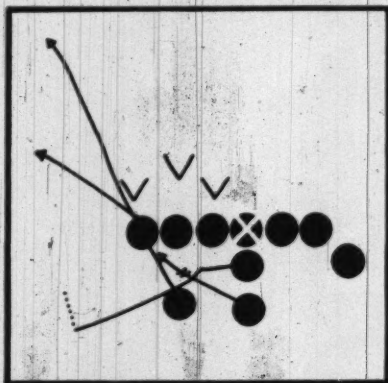
The defensive team can cover the short flat area with an end or with an inside linebacker. If the end has the assignment the play in Diag. 7 will put great pressure on him.

With this movement of the offensive end and the backs, it will be difficult for the defensive end to distinguish between an off-tackle play and a running pass. If the linebacker has the assignment, there are several patterns which will give him trouble. Perhaps the simplest is to send the end into the flat (Diag. 8).

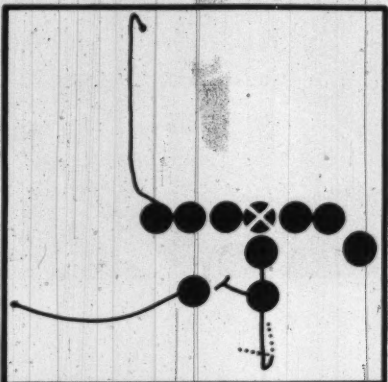
In order to cover the end sprinting to the outside, the linebacker must start to the outside on the initial movement of the backfield.



Diag. 7: Putting great pressure on end who covers the short flat area.



Diag. 8: Sending end into flat pressures linebacker covering the area.



Diag. 9: Short hook with half swinging puts linebacker in tough spot.

This is asking a lot of him.

Another pass which will put the linebacker in a difficult position is a short hook with the halfback swinging (Diag. 9).

(Note: As the passer back-pedals into his passing pocket, he must watch the inside linebacker. If he starts laterally to cover the swinging man, the ball must be thrown to the hooking man. If he starts back to cover the end, the ball must be thrown to the halfback.)

(Continued on page 94)

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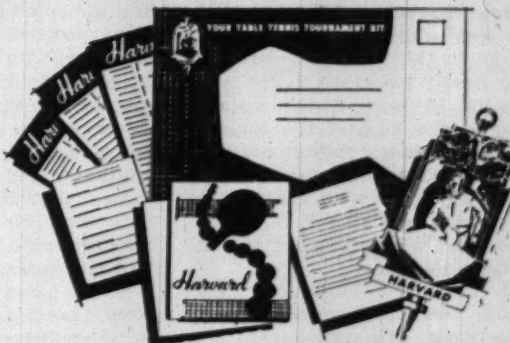
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By **NORMAN C. LUMIAN**

Coach, Orange Coast Jr. College (Costa Mesa, Calif.)

FOR years we in the United States have been told that our distance runners are qualitatively and quantitatively inferior to those of Europe and Australia. The newspapers deride, the coaches bemoan, the athletes worry. But what's really being done about it?

To understand the problem, one must go to the root of it—and the root is neatly packaged in the word *emphasis*. In Europe, the distance runner is the king of the athletes. Here, the distance runner enjoys a very lowly status indeed, especially when contrasted with that of the professional baseball player, and the professional and collegiate football and basketball men.

The needed emphasis on distance running must go beyond the track season itself. It's well-agreed that the yearly "training-season" for modern distance man covers a 10 to 12 month period, and that an important phase of this training is incorporated in the cross-country season. Let's see how we can sell those distance men on cross-country, and kindle an interest in it in many of those who, for lack of interest or paucity of knowledge, would otherwise be lost to the distance sport.

Before any suggestions are made, however, let's look at the fall situation. In all high schools and colleges, one is faced with the king of interscholastic and intercollegiate sports—football. Basketball practice also begins in early November, well before the cross-country season closes. Many coaches have let these facts completely throw them.

They shouldn't, for the cross-country runner is seldom interested in or apt at these "ball" sports. Some harriers can do a fine job in anything. But my experience has shown that distance men usually lack the quick reflexes and ball-handling ability demanded in football and basketball.

So the potential runners are there. Now, how to interest them? Frankly, some distance runners don't need any interest factors other than running itself. If you don't have a cross-country team at your school, they'll be the ones you'll see running home from school, running to the store, or taking part in other leg activities (bike riding, hiking, butterfly or bird catching, etc.). The coach need only mention running and the greater percentage of these dyed-in-the-wool harriers will appear.

The real problem is how to attract those who have the ability and "might like to run" (they think), or who may even have done some distance running before (but just don't know whether or not the whole thing is worth it). Herein lies America's greatest potential store of distance runners, and so many of them are going to waste in our high schools, junior colleges, and colleges (especially in the latter two).

To be successful, the sages say, one should study the successes. OK, football and basketball are most successful in getting large turn-outs. What are their secrets? No secrets—unless you consider bright uniforms, reams of publicity, bands, cheerleaders, and stands filled with screaming crowds as secrets. Therefore, I feel that if we put the same type of emphasis on cross-country, we'll find the distance men flocking to our doors.

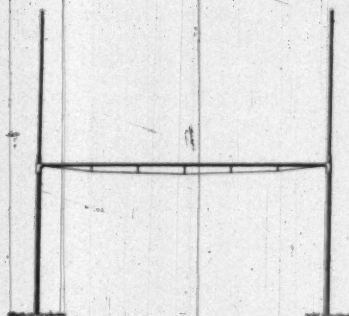
I have actually used, or seen used all the emphasis ideas listed below. I can thus guarantee they're workable if you, the coach, want them to work badly enough. In the beginning, you'll have to do the leg work, but the results will reward you with a feeling of accomplishment.

1. Treat cross-country as a major sport. Although I realize that the athletic director, administrators, athletic council, or even the league or conference ultimately determines what

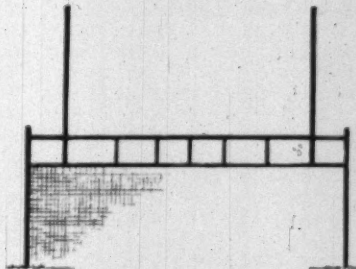
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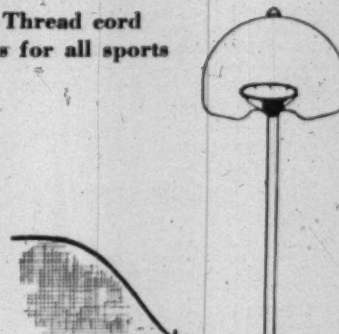
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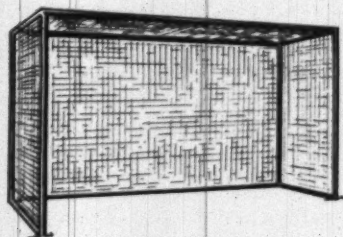
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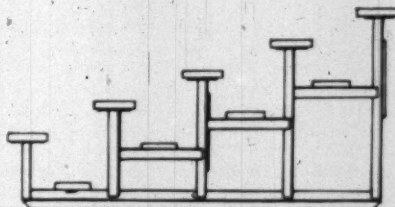
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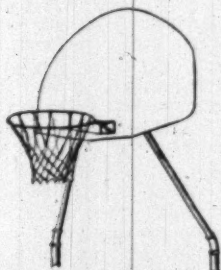
No. 61 FIELD HOCKEY GOAL. All-welded construction makes goal extremely rigid. Tubular frame is heavily galvanized. Goal can be ground set as illustrated or mounted on wheels (No. 61P). No. T483FH—tanned net for field hockey goal.



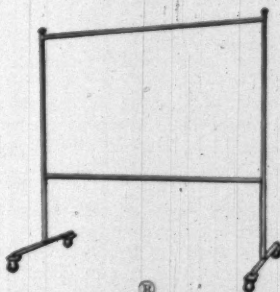
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a major sport is, you can agitate for the inclusion of cross-country in that category by asking for:

(a) Varsity-type letters for your team and JV letters for your second-stringers identical to those of any other sport.

(b) A separate budget for cross-country, and not just the left-over money from track, so that your harriers go as "first-class" in everything, as do teams in other sports.

(c) Separate cross-country uniforms, or uniforms at least as good as those used in track. Don't settle for patched, faded track suits that are ready for the discard: The runners should take pride in their uniforms. I'd prefer to see a team in clean, white T shirts with the school's name neatly stenciled on the shirt, than to see a rag-tag group of athletes who look as though they're wearing the uniforms of the 1896 Olympic Team. (Check on the uniforms of that team to see what I mean!)

(d) Have a rally for the cross-country team. Kids thrive on recognition, be they of high school or college age. We recognize the members of our football and basketball teams at rallies. Why not do the same for the cross-country runners (and the track men in the Spring)?

Whereas it may be possible to have an entire rally dedicated to track in the spring, your chances for a cross-country rally in the fall are poor, since football rallies take up so much time. But what would be wrong with getting the rally committee to give you 5 to 10 minutes at one football rally in order to tell the student body about the sport, the team as a whole, your schedule, etc., and to introduce each runner? The runners often balk when you first mention the idea, but they really love it when it's going on.

If you're fortunate enough to win a team trophy at an invitational, league or conference, or state meet, have your team present it to the student body at an assembly, rally, or between the halves of a football or basketball game.

2. Publicize cross-country through the use of:

(a) School newspapers. The athletes love to see their names in print, and the school paper is usually happy to receive your cooperation in furnishing copy.

(b) Local and regional newspapers. This is often a tougher nut to crack, and probably requires much patience. If cross-country has never received much publicity before, and if the sports editor is one of considerable experience, this may be a difficult thing. You must be resourceful, accepting the fact that innovations usually must be brought about gradually. But I feel that much publicity of this type is lost simply because coaches don't make the effort to keep the newspapers posted well in advance, or immediately after the meets have been run.

(c) School bulletin boards. In considering this aspect of publicity, it

would be well to remember the girls (who often "talk up" the sports to the boys) who aren't able to see the interesting displays in the men's locker room. Get part of a central display board on campus for your cross-country board. Use plenty of names and pictures. But don't forget locker-room board, either.

(d) Public address systems. At lunch or snack time, ask the man who plays the records to put in a little plug about the coming meet. Be sure you make it easy for him by writing out exactly what you'd like him to say. Also get to the announcers at football or basketball games with items regarding forthcoming meets or with the scores of the meet just completed that day; this turns the spotlight on your team, too.

(e) School bulletins. Most high schools and junior colleges have a daily bulletin. Be sure that your meets are mentioned in them.

(f) Football program. We were pleasantly surprised at Orange Coast College, last fall, to discover that our publicity bureau had devoted a page in one of the football programs to a write-up on our cross-country team. Pictures, the schedule, and profiles of the team and coach were featured. What a boost this gave the runners!

(g) Newsletter. At Morningside and Aviation high schools and at Orange Coast College, I've made it a point to always have a newsletter for our track and cross-country teams. It's the athletes' paper. Since cross-country is one of our two seasons, two of our four newsletters are devoted mainly to it. Through this letter, we're able to bring our message to the boys' homes, too. We always mail these out, addressed to the boys' family. With the use of the "ditto," the newsletter is an easy-enough thing to turn out.

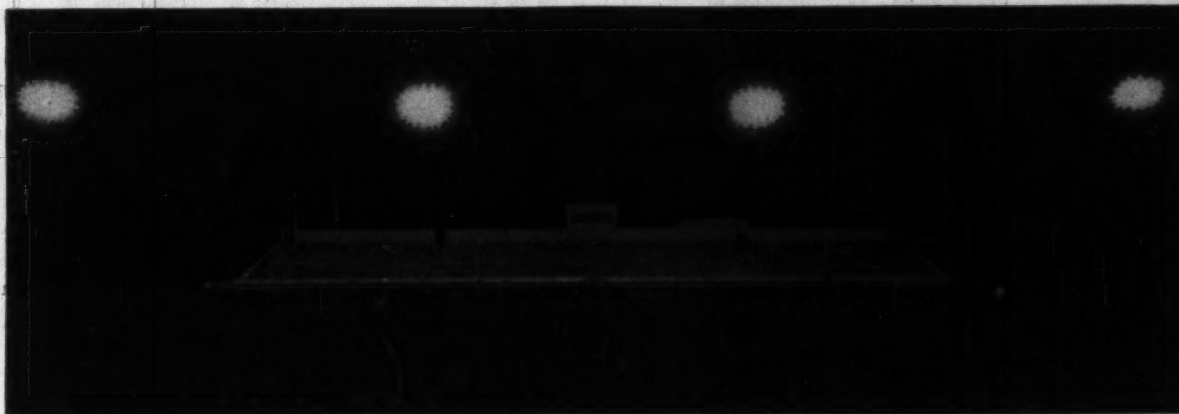
3. Consider carefully where you can run your cross-country meets so that the runners may receive the recognition they crave and deserve.

(a) Make the course interesting for spectators. Though you may do some of your practicing off campus (in hills, etc.), run your meets on campus where they may be plainly seen. You may have to sacrifice a little ruggedness and a more interesting course to this end, but it's worth it. What people don't know about they don't care about. And let's face it: you run a meet at home on an average of only once every other week; so make the most of it.

The courses at the two high schools and colleges where I've coached have been laid out so that spectators could see two-thirds of the race by moving no more than 100 yards. The exciting start and finish take place on the track before them. Also, through the use of a public address system (with information for it supplied by a man with binoculars), we keep the fans posted on the identity of the front-runners, and their times, and how they compare with other runners at the various check points.

At the conclusion of the race, we

(Continued on page 60)



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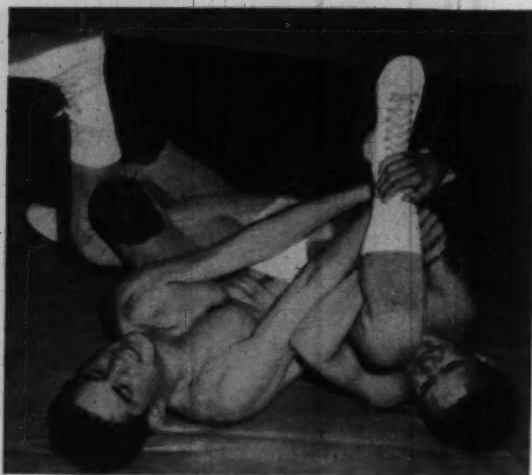
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Wrestling Motivators

BACK in my high school coaching days in Michigan, a 125-pound youngster came to see me one day with a problem. He had been out for football all fall and was being pushed around by his heavier teammates. He wasn't going anywhere in particular as far as varsity status was concerned.

He was discouraged with his progress and came to talk about it with me. He said he enjoyed contact work, but admitted he couldn't cope with the bigger fellows.

I talked to him about wrestling and told him here was a sport where he'd be pitted against fellows in his own weight classification. He wouldn't have to run against the likes of 200-pounders.

That winter he took up wrestling and did real well. In fact, he came along so fast that he was out for football next fall. And with 15 pounds of added weight, he won a linebacking spot.

This is one of the many reasons for a wrestling program in the secondary schools. There are others, too. One is juvenile delinquency; the other "physical retrogression" of our youth. One way of eradicating both of these blots, I'm strongly

convinced, is to introduce the generally neglected but oldest and most universal of sports—wrestling—in the secondary schools.

You may ask: Why in the secondary schools, which already have a heavily loaded athletic program?

There must be a starting point somewhere. And what better place is there than in the junior and senior high school? Since a third of a student's time is spent at school, where much athletic training is already taking place, that's where the golden opportunity lies to capture the enthusiasm of underdeveloped but growing personalities.

Enthusiasm is the all-important keyword. During my experience as an elementary and secondary level teacher, I found it difficult to satisfy the needs of many different students until I learned that I had to arouse their interest. As Emerson said, "Nothing great was ever accomplished without enthusiasm."

Wrestling, I feel, is ideally suited to awaken that often dormant or dampened enthusiasm for athletics. It provides an opportunity for every boy, regardless of size or physical condition, to be in a sport and on a team. And in our turbulent times, every boy should be provided with some form of competition for health's sake.

During the early training of a

novice, when certain physical requirements such as balance, coordination, agility, speed, and strength, aren't realized, he doesn't have to worry about being exposed to experienced competitors, or used as chopping blocks for the varsity. He can choose another boy of equal weight and skill, and experience many satisfying hours of competition without humiliation or physical injury.

Wrestling gives a boy an opportunity for self-expression. This isn't as true of team games, where the personality must blend into the "machine." The wrestler can't call upon a substitute to take over when he's tired or confused about a course of action. He can't be supplied with strategy at a crucial moment, or discuss his personal problems and difficulties during the heat of an engagement. Once he enters the contest, he must depend upon his own intelligence and physical prowess.

It may come as a surprise to parents and educators that individual sports such as wrestling contribute to the development of the individual's personality. All we have to do is regress for a moment to the elementary level, where, at the start of our formal education, administrators are concerned with our social, emotional, and academic growth.

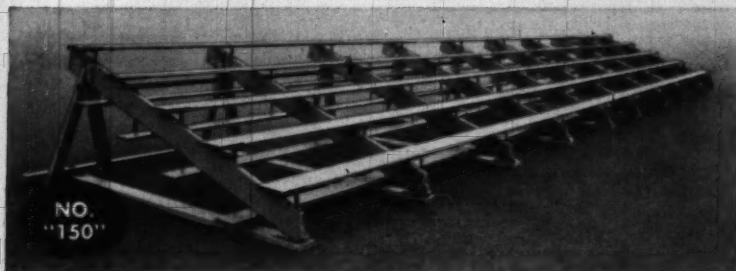
They're constantly striving to develop the importance of the following: leadership potentiality; working courteously and cooperatively in small and large groups; interest and enthusiasm, finishing what has been started; self-control, making friendly adjustments, sportsmanship, pride in accomplishments, punctuality (including attendance), and a responsibility to the entire school program.

Every day our schools work to attain solid character-building values. But the noticeable lack of individual sports, which could be a helpful tool to good behavior, is missing in many athletic programs.

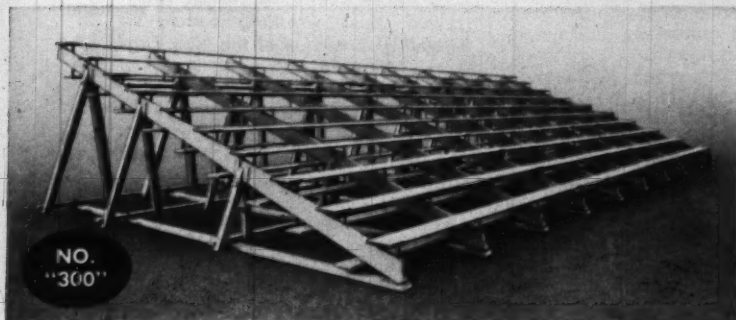
Dr. Malcolm J. Williams, Public Health Service, currently psychologist at the U. S. Coast Guard Academy, says, "Any physical activity program that offers rewards and approval only to those who are large, fast, and adept in the usual team sports currently valued for their spectator appeal is failing to meet the needs of a vast majority of our students. Any sport that alleviates this situation by making possible the participation of the smaller boy, or the boy not so quick or adept at existing team sports should be considered seriously. By allowing more students to experience success in athletics and to win the approval of their fellow students, we're making a practical contribution to character education. The attitudes toward his peers that an individual develops during his formative years play a key role in his character development."

By **FRANK S. KAPRAL**, Coach, U. S. Coast Guard Academy

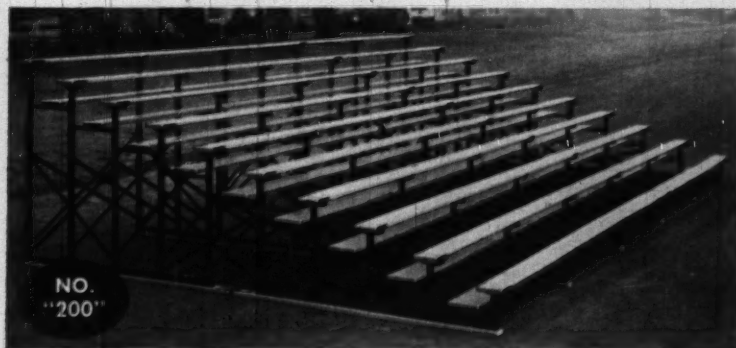
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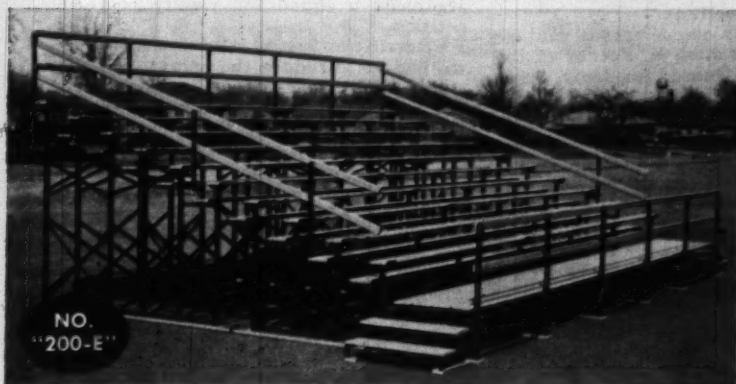
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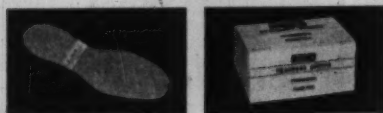
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Coaches from other sports find wrestling a contributing factor to improved body control and agility plus a symmetrical physical development.

Otto Graham, former all-pro quarterback, currently College All-Star and U. S. Coast Guard Academy football coach, believes "Wrestling is a great conditioner for off-season sports. It helps develop the balance, control, quickness, mobility, and aggressiveness which are prerequisites in all sports. I encourage all growing boys to participate in wrestling if an opportunity exists."

Ben Schwartzwalder, head football coach at Syracuse University, says: "We at Syracuse greatly encourage our boys to participate in a combination of football and wrestling. We feel that one sport complements the other in developing quickness, endurance, strength, and competition."

Art Baker, first-string fullback for Syracuse, was the NCAA 191-pound champion last year. He was a two-time champ in high school at Erie, Pa. Al Bemiller, starting center, was a prep All-American heavyweight champion and a star on Syracuse's freshman team: Bob Stem, second-string center and top linebacker, was a New Jersey high school wrestling champion who was undefeated during his freshman year at Syracuse last year.

"We have other football squad members who are good wrestlers, but just not good enough for varsity wrestling. We encourage them to do a lot of wrestling on their own. Our feeling is it helps them greatly."

The University of Oklahoma has no football players currently on its wrestling team. But Coach Bud Wilkinson says: "We have a strong wrestling program and all of us in the department believe that the sport is truly beneficial for both the competitors and the institution." Last of the football players to wrestle at Oklahoma was the All-American tackle, Jim Weatherall.

"Bump" Elliot, at the University of Michigan, says the school's wrestling program helps keep the football players in shape during the long winter months. "Wrestling is better than most sports to condition football players because it's a combat game having the same type of activity."

From the athletic director's vantage point, Captain John H. Forney of the U. S. Coast Guard Academy, says, "Wrestling has a definite place in a comprehensive physical education program."

From the financial standpoint, wrestling is the most economical sport we have in our schools today. It's surprising how little equipment and space are needed. In many schools, football, basketball, and baseball require a substantial outlay to assure an efficient program. In fact their cost prompts school boards and administrators to frown upon the introduction of newer sports.

In order to inspire and motivate those of you interested in getting wrestling started, I shall reveal my initial experience in starting wrestling

FORMER Michigan State football and wrestling great, Lt. Frank Kapral coached the Wolverines' freshmen line after graduation, then joined the Army—coaching the wrestlers and footballers at Fort Sam Houston. Upon his discharge, he became head football coach at Standish (Mich.) H. S., then moved to Coldwater (Mich.) High as football and wrestling coach. In 1956 he moved to Dartmouth as head wrestling and assistant football coach. And two years later he arrived at the U. S. Coast Guard Academy, where he's currently the line coach and head wrestling coach, as well as president of the New England Wrestling Coaches Assn.

at Coldwater (Mich.) High School.

Upon completion of my first football season, I realized the squad needed physical development, especially agility, balance, and coordination. If we were to have a successful football team the following year, something had to be done quickly.

I approached school officials with the problem and the possible solutions in the immediate future. After a short period of consideration, our superintendent, Byron Thomas, personally took me on a tour through various buildings in town which could house the squad, as the existing high school was already overloaded and lacked adequate facilities.

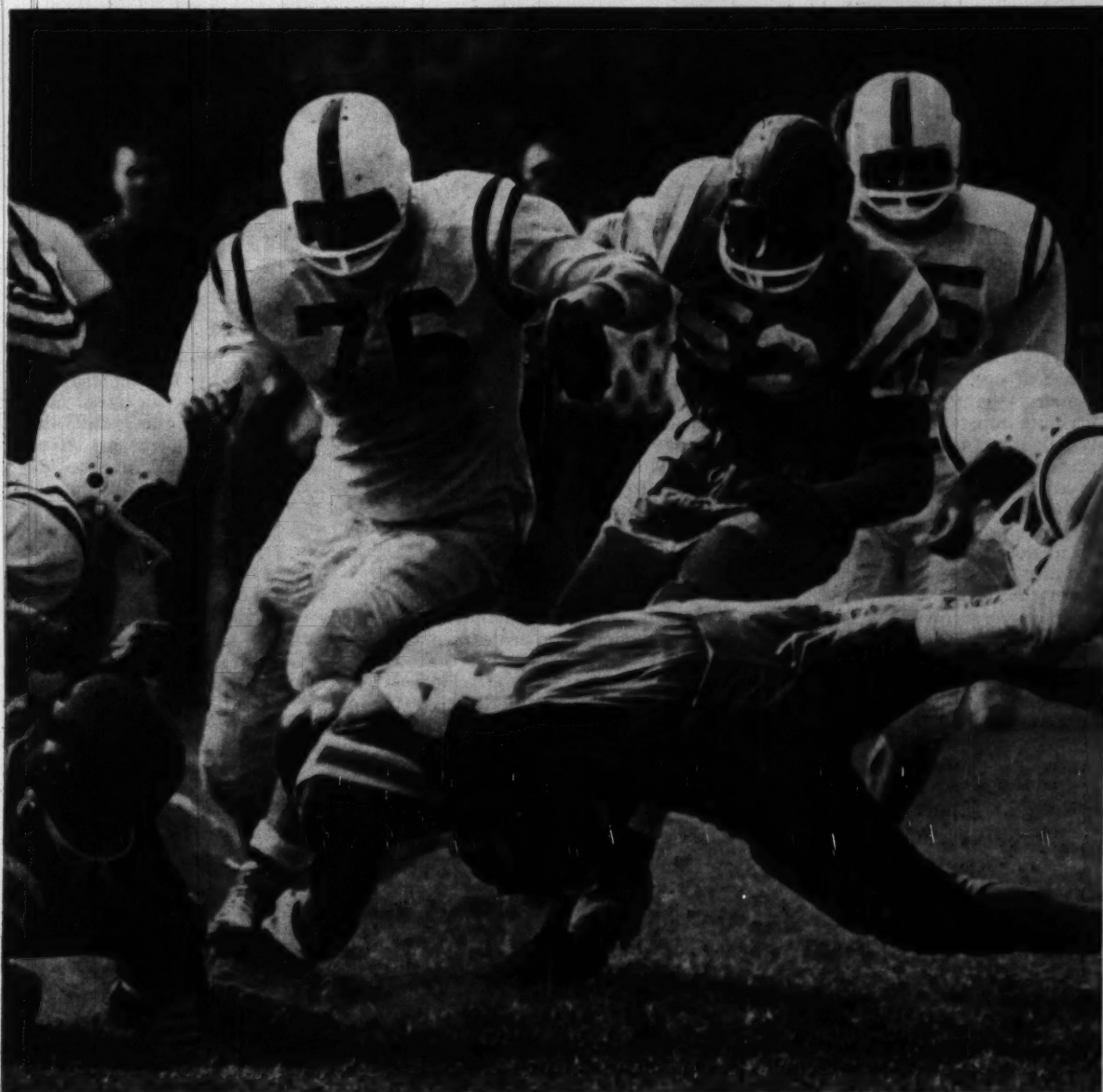
After viewing many sites, we decided to use the corridors on the third floor of the high school. Here we wouldn't disturb the teachers conducting the regular after-school extracurricular activities.

Our squad spirit was high and never diminished despite the confined practice quarters of a corridor. I must admit that we bent a few lockers and knocked the wall plaster loose, but this slight damage didn't discourage our principal. Within eight weeks we organized a squad for varsity competition.

Prior to our first varsity dual meet, we had to introduce the sport to the student body, teachers, and town people who would have to supply the interest necessary for the success of the program. In our public relation campaign, we utilized the school and local newspapers and the radio station. Thanks to these reporting media, we were very successful in reaching the people.

Our coaching staff felt the need to give our students a sampling of the sport to familiarize them with the rules and scoring procedures. We approached the principal tactfully and requested permission to devote one assembly period to wrestling. Our request was granted for a 30-minute program. Without revealing the news,

(Continued on page 67)



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By DAVE HART

Football Coach, Johnstown (Pa.) H. S.

Helping Your Boys Get a Scholarship

FOOTBALL constitutes a dynamic part of our educational system, possessing many attributes which contribute substantially to the educational structure. To the boys, it represents many things: a great source of fun, an outlet for physical and mental energy, a way of attaining prestige, and—vitally important to many of them—a means of obtaining a higher education.

Over the past six years, 44 of our players have received various sorts of financial aid from colleges and universities. 30 of them have received the full ride—tuition, books, fees, room, and board; while the other 14 have received partial assistance, depending upon need, school policy, etc.

As you may surmise, we've been blessed with good boys. Our teams have compiled a 51-7-2 record (including a current 21-game winning skein) in the tough AA league of Western Pennsylvania.

But scholarships aren't always contingent on won-lost records. A team with a good record may not have the boys academically eligible for college; whereas a team with just a fair record may qualify more boys for scholarship aid simply on academic grounds.

This is distinctly possible these days, due to the increasing uniformity of entrance requirements such as class standing, college board exams, the correct preparatory course, and financial-aid requirements. All in all, our colleges are becoming increasingly circumspect in recruiting football players capable of doing good classroom work.

Every high school coach worth his salt will do all in his power to line up his boys for college. Actually no one person can get a scholarship for a boy. It's the boy himself who must earn it. Coaches can make the contacts and advise the boy when asked, but the boy himself must have the right preparation, or all the contacts, etc., will avail him nothing.

It has been our policy never to

pick a boy's college for him. He must make the decision himself, with the help of his parents in most cases. Coaches should offer advice or guidance only when it's requested.

Our policy of helping the boys begins with decided emphasis on the importance of an education.

Secondly, we want the boys to be in the right courses, taking the subjects essential for college entrance. We don't, however, advocate this for every boy. Many of them couldn't handle a college preparatory course, and would be foolish to take it simply because they're football players who may eventually be pursued by college recruiters. They might finish high school not only unqualified for college but untrained for anything else.

With this in mind, our high school administration has worked out a plan whereby certain students can learn a trade and at the same

time qualify for college entrance. This is done by having the boys take vocational courses either in the afternoon or morning, and their academic courses (math, science, etc.) the other half of the day. Then, if a boy finds himself unqualified for college entrance, he still has his vocational training to fall back on.

We recommend this course to boys whose past records indicate inaptitude for a straight college preparatory course. If a boy's records show ability, good grades, good I.Q., etc., he's advised to take our academic course.

The time for such advice and guidance is during their freshman year or prior to their choice of course. It should be done with the aid of the guidance department and the accumulative records available on each boy.

The third step is to check the

1959 NO. IN CLASS--215	Course of Study	College Course	College Boards	I.Q.	English Average	Class Average	Rank in Class	End of Jr. Year	Height	Weight	Letter Man	Position	Desire	Age	Address & Phone No. Coach Neil C. Brown 111 Jefferson Drive Clairton, Penna. Be 3-6705 Residence Be 3-9200 School
• Abrasheff, Carl	COLL PREP	BUS AD	YES	CONFIDENTIAL	80	75			5-11	165		G	CONFIDENTIAL	17	296 State St. Be 3-7744
• Bennett, William	COLL PREP	MATH PHYS	YES	CONFIDENTIAL	90	94			5-8	155	2	QB HB	CONFIDENTIAL	17	27 A Woodland Ter. Be 3-8878
☆ DiCarlo, Mike	COLL PREP	?	YES	CONFIDENTIAL	85	81			5-11	190	2	G	CONFIDENTIAL	17	310 Summit Way Be 3-7187
☆ George, Jim	COLL PREP	FOR-ASTRY	YES	CONFIDENTIAL	75	75			6-1	185	2	E	CONFIDENTIAL	17	251 Holcomb Ave. Be 3-6870
Glover, Tony	GEN-ERAL	?	YES	CONFIDENTIAL	75	75			5-11	175	2	HB	CONFIDENTIAL	17	6 C Blair Hts. Be 3-9112
• Guenther, Frank	COLL PREP	ENG-NEER	YES	CONFIDENTIAL	80	80			5-10	170	1	FB HB	CONFIDENTIAL	17	Box 283 R. D. #2 Ho 6-0970
• Keeny, Ralph	COLL PREP	ED	YES	CONFIDENTIAL	75	75			5-11	175	1	G	CONFIDENTIAL	17	RT. 885 Bravosburg Ho 6-5875
Kirby, Douglas	GEN-ERAL	ENG-NEER		CONFIDENTIAL	75	75			6-1	185	1	C FB	CONFIDENTIAL	18	556 Mitchell Ave. Be 3-4984
☆ Kelly, James	COLL PREP	LIB ARTS	YES	CONFIDENTIAL	83	85			6-2	190	3	E	CONFIDENTIAL	17	215 Connecticut Ave. Be 3-8178
☆ Lancaster, Allen	COLL PREP	BUS AD	YES	CONFIDENTIAL	75	75			6-1	180	2	HB FB	CONFIDENTIAL	17	9 C Madison Ave. Be 3-7907
Laughlin, Ken	COLL PREP	TECH ED	YES	CONFIDENTIAL	75	75			6	165	2	E-FB C	CONFIDENTIAL	18	1157 Woodland Ave. Be 3-5715
☆ BIG COLLEGE PROSPECTS															• SLEEPERS--SIZE BIGGEST HANDICAP

Coach Hart uses a slight variation of this chart, employed by his confrere, Neil C. Brown, at Clairton (Pa.) High. Hart also includes the boys' approximate class standing, speed for 40 yards, and a column of personal observations.

SCHOLASTIC COACH

AIREX "Hall of Fame" GLOVES

All AIREX gloves are made of top quality, top-grain American cowhide and are carefully fabricated by expert craftsmen to the highest standards and under the most rigid quality control systems. 11 models \$7.95 to \$15.95 list.

To insure immediate delivery and service in any part of the country complete stocks are maintained at our warehouses in San Francisco, Chicago and Hillside, N. J.



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A low-priced, full size glove featuring all of the durable qualities found in much more expensive gloves. Top grain cowhide with full leather lining and welting, hinged pad, laced heel and double stitched trap assure long, long wear. Available for left-hand throwers (F 1100)



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Greatest advance in glove design since finger lacing. Wider, deeper pocket gives the hand maximum reach and play. Top grain cowhide oil tanned finish. For left-hand throwers (GT 1360)



BM 650 — First Baseman's Mitt List \$13.50

First in every way. Soft, flexible, top grain cowhide with Gold-Tan satin oil finish. Adjustable wrist strap with sweat band. Leather laced and fully leather lined. Available for left-hand throwers (BM 1650)



C 750 — Catcher's Mitt List \$15.95

This ruggedly made back stopper is built to give "big league" performance. Top grain cowhide with a Gold-Tan satin oil finish. Rawhide lacing, double hinged and double laced adjustable trap.

All AIREX Gloves are unconditionally guaranteed

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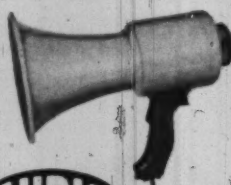


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Just speak in a normal voice... and let your compact, lightweight, "one-piece" Audio HAILER do the work! New "TP" (transistor-powered) model projects your words... like a harpoon—in a commanding "beam"... to anyone within a half-mile radius.

Yet Hailer is completely self-contained... NO external connections whatever... weighs only 5½ lbs. and runs on low-cost standard flashlight cells. Coupon below brings full details and price list.

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The original power megaphone, and most widely used "one-piece" portable voice system on earth. Weatherproof finish in two-tone green or fire engine red.



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HAILER
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PORTABLE MEGAPHONE



PORTA-CHIEF
New portable 20-watt "wide-angle" P.A. weighs just 13 lbs., covers up to 2 acres — at about one-quarter the cost of a small conventional fixed installation.

AUDIO EQUIPMENT CO., INC.
Port Washington 29, N. Y.

- ☐ Send color brochure and price list, describing "TP" Audio Hailer.
- ☐ Send details of "TP" Porta-Chief, portable, 20 watt P.A.

Name _____

Company or Dept. _____

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City _____

Zone No.
(if any)

State _____

boys' grades periodically and give them whatever personal guidance you can in troublesome subjects. We've never seen a student (football player or otherwise) refuse help by any of our teachers.

Throughout these procedures, the boy is expected to respect those who are trying to help him, while those helping him are expected to respect him for his sincere, conscientious efforts.

Fourth, it's important to orientate the boys' parents on all of this. Working with the parents on all matters concerning our football players, such as school work, training habits, leisure time activities, etc., has proven very successful for us. All parents are interested in their children and deeply appreciate the interest of others in them. This feeling makes the boys happy and stimulates them to work and succeed.

Fifth, both the parents and the boys must understand the importance of college board examinations, class standing, financial questionnaires, and all the other requirements necessary to enter college. This can be done through a group meeting with all concerned, or by letters.

We ask our boys to take college board exams in their junior year. Too many of them wait until the latter part of their senior year, which in many cases is much too late. By taking it their junior year, they can know in advance what they lack and be ready to be evaluated early. If they don't do well on the test, they can take another in their senior year—this time having an idea of what they're expected to know.

Scores and evaluation usually take seven to eight weeks. And since colleges like to process their potential students by May or June, the smart boy will take his college boards early. If he waits until the second half of his senior year and then doesn't do well, he won't have time for another exam. It simply won't be possible for the exam to be processed in time for the September class.

Taking the exam late has other disadvantages. Besides rushing both the boy and the school, it prevents the boy from knowing until May or June whether he has been accepted, and this may be too late for him to make application elsewhere. For these reasons, we strongly advocate taking the college board examination in the junior year; and if not then, no later than the first quarter of the senior year.

Sixth, it's important for a boy to

have some idea of what course he'd like to take. We keep catalogs, brochures, and assorted information on all colleges available in the coaches' office at any time. Our Guidance Department also has these materials available to help students select their school and course. We feel it's important to have an idea of your desired course, plus which schools offer it and opportunities they afford graduates.

For many years now, I've distributed publicity brochures and mimeographed information sheets about our boys to many college coaching staffs.

The brochure contains information about our school and its personnel, the philosophy of our program, statistics on our teams, schedules, and information about each squad member and our athletic staff. It's also sent to many papers, T. V. stations, radio stations, and organizations interested in our football program, both in our community and elsewhere.

The mimeographed information sheet is as detailed as we're permitted to make it, and is mailed separately only to coaches and qualified college personnel. It's strictly confidential. (See accompanying chart.)

ADDITIONAL SUGGESTION

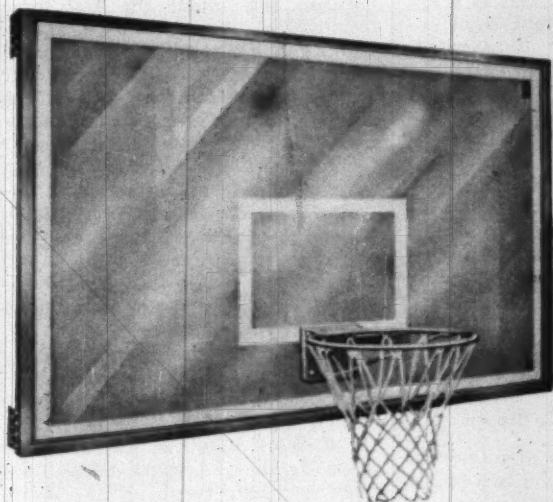
This is typical of the sheets we send out. I believe the number of units in math, science, and English should be added, and it's my intention to do so the coming year.

This sheet, which is sent out in late August or early September, saves us a lot of time during the busy season. College coaches are always sending in questionnaires about our boys, and this sheet answers all the questions. Colleges like this service and your boys appreciate knowing that information about them will be in the hands of college coaches before the season even begins.

We've never discouraged coaches from contacting our boys at any time. We've always felt that, if anything, this encourages a boy.

The last thing we do, as does everyone else, is to loan our movies to college coaches wishing to borrow them for screening purposes. Many of our lads have been awarded scholarships on the strength of their play in one or two of our films.

In 1958, when we were fortunate enough to win the Western Pennsylvania "AA" championship, we made a highlight film of our season, and never has a film of ours been more requested.



The Finest **GLASS BACKBOARDS**

Rectangular or Fan-Shaped
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HERCULITE® GLASS

Give your gym these advantages

The type of board most used in tournament play.

Full-time visibility for spectators.

A ½ inch thick tempered plate glass, in both styles, impervious to years of rough use.

The board with the target area permanently fired into the glass.

A handsome aluminum frame on the rectangular style; a welded formed steel frame on the fan-shaped. All edges and corners are radiused to prevent ball cuts.

Ronan & Kunzl glass banks:

Take standard approved baskets with 5 inch on center mounting holes.

Have mounting brackets located on standard dimension for ease in replacement of obsolete banks.

Are fully approved by the National Basketball Committee.

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This attractive set of uniform-vests is especially designed for football chainmen and boxmen. It's made of bright gold and black nylon-combat cloth[®] (checked for chainmen; striped for boxmen) and fully adjustable to fit any sized crewman.

It immediately pinpoints football location!

**Instant Vision For
Quarterback and Coach... even on
turtleback fields you have no
trouble spotting ball and
necessary yardage.**

Big hit with TV, Radio and Press
and the fans in the stands also!

Designed for durability and economy...
one time purchase at only

\$36⁹⁵ per set
(school price)

Official Garment at Sugar Bowl,
Orange Bowl and numerous
other post season contests!

Order Now!

SINGTON Spot-Chek[®]

2017 5th Avenue, North
Birmingham 3, Alabama

Our boys naturally look their best in highlight films, and as a result we had a few more boys recruited than we had anticipated. We've even given some thought to splicing bits of film on individual players as a means of letting colleges evaluate a particular boy.

These, then, are the things we do to help our players go on to college. We firmly believe we owe them all the help we can in return for their effort and sacrifices in the football program.

The Clairton (Pa.) Plan

By Coach Neil C. Brown

AT THE suggestion of numerous college coaches who are called upon every year to visit many high schools and screen hundreds of prospects, I'm relaying the information sheet we use at Clairton High School to facilitate the job of all concerned—the recruiter, the high school coach, the school, and the boys.

Like nearly every other high school coach, we receive a great many questionnaires that require time to fill out and return, and this team dossier proves a real time-saver. It answers practically all the questions. Since it contains much confidential material, a great deal of care is taken to see that it gets into the hands of only those who treat it as such.

We explain to our boys as early as the freshman year that this form will be made up for them when they're seniors, and that their chances of getting a scholarship will depend largely on the story it tells about them. The parents are also informed of this and are asked to serve as home coaches as far as studying and proper training are concerned.

I usually attend the annual National College Coaches Association meeting, and this gives me an opportunity to meet many of the college mentors. They all welcome this material, and as a result many of our boys, even the border line cases, have received scholarship help.

Since the present staff has been at Clairton, 1951 through 1959, we've sent 88 boys to college. This year we hope to place eight or possibly ten.

We're quite proud of such Clairton alumni as Joe Tranchini, Navy quarterback, who did such an outstanding job against Army; Ronnie Lancaster, who quarterbacked Wittenberg College for the past four years and broke all of the school's

passing and scoring records; Judge Dickson, who made the first team backfield at Minnesota as a sophomore; Jay Huffman, another sophomore, who made first team center at Penn State and was picked the most valuable player in the Liberty Bowl; Ernie Westwood, a regular tackle at Pitt; and lesser lights in other colleges and universities.

While at Har-Brack High School, I was fortunate to have coached the Modzelewski boys—"Big" and "Little Moe"—and was greatly rewarded when they were both named to All-American teams.

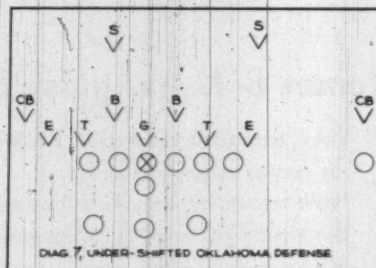
In the past nine years, Clairton has had the following boys on All-State and All-American High School teams: Bob Guenther, 1953, U. of West Virginia, Captain; Joe Belland, 1954, Arizona State full-back for four years; Ernie Westwood, 1955, U. of Pittsburgh, tackle for four years; Jay Huffman, 1954, Penn State, center; Gary Kaltenbach, 1958, Pitt freshman; and Jim Kelly, 1959, planning to attend Notre Dame.

One of the most rewarding parts of high school coaching is seeing your deserving boys earn college scholarships by their scholastic and athletic abilities. In the past 29 years at Bridgeville, Pa. (1931-42); Har-Brack (1942-51); and Clairton (1951-60), I've received many of these rewards.

Lonely End Attack

(Continued from page 30)

If the quarterback sees two or more men to the outside of our shortside end, he immediately knows that the defense is under-shifted to our shortside; and he'd then run our entire offense to the longside (Diag. 7).



Once we hit upon this simple key for the quarterback, we became an extremely potent running club, as well as passing club. To borrow Willie Keeler's old baseball axiom, we simply "hit 'em where they ain't."

Next spring the erudite author will explain his loose-6 defensive battery and his blocking adjustments for the outside belly series.



"THE BOB COUSY ALL-AMERICAN is the one oxford we've tried that really stays on!"



Red Auerbach, Coach, The Boston Celtics.

"This low-cut stays on during roughest play," says Red Auerbach, pilot of the world-champion Celtics. "The 1959-60 season proved it to all of us!"

Red is right. The Bob Cousy All-American, made exclusively by B.F. Goodrich and Hood, is revolutionary. The "hinged" heel* locks the shoe to the foot, adjusts perfectly for individual fit. Result: players get light weight plus absolute security during play.

Get the All-American for your players. Call your BFG or Hood dealer, or write: Sporting Goods Department, B.F. Goodrich Footwear Company, or Hood Footwear Products, Watertown 12, Massachusetts.

FREE! "CHAMPIONSHIP BASKETBALL" A FAMOUS 28-MINUTE TRAINING FILM!

Provides a fundamental guide for all good players. Demonstrations by stars like Capt. Bob Cousy, Bill Sharman, Tommy Heinsohn, Frank Ramsey and Bill Russell. 16mm sound motion picture that's a *must* for all-round training. Send for it today!

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- SMOOTH INSOLE TO GUARD AGAINST BLISTERS
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1. The important "P-F" rigid wedge helps keep body weight on the outside of the normal foot—decreasing foot and leg muscle strain, increasing endurance and comfort.
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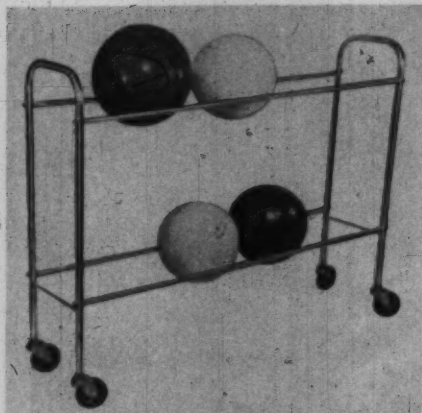
Another first in footwear, exclusive with

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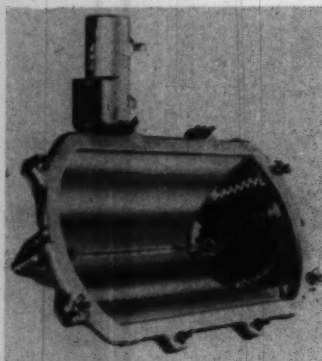
HOOD

NEW EQUIPMENT

For full details on any or all of these products, check the respective listings under "NEW EQUIPMENT" in the master coupon on page 96.



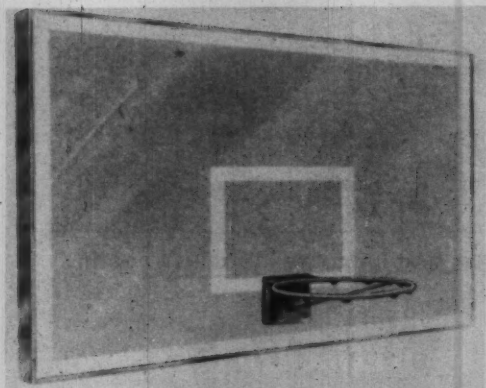
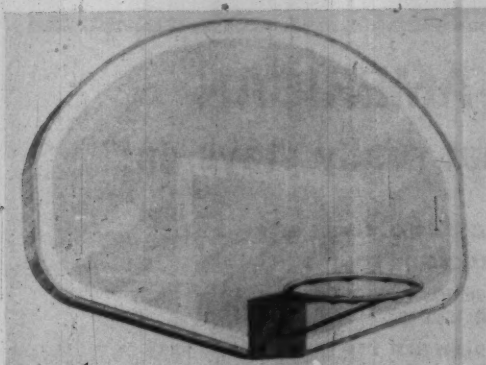
• **BALL-CARRIER.** National Sports' space-saving ball-storage device holds up to 8 balls. Four swivel wheels make it readily mobile, easy to move anywhere. Made of bright, chrome tubular steel.



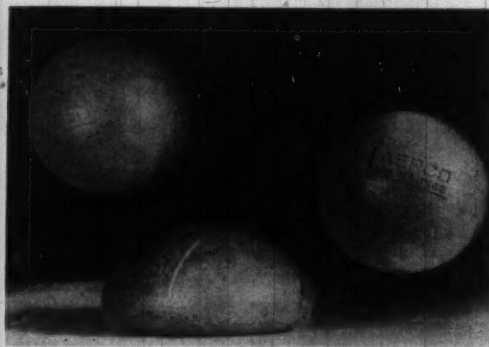
• **FLOODLIGHT.** Wide-Lite's Lumitor uses new quartz-iodine incandescent lamp, operates on 277 volts with output of 33,000 lumens. Features cast-aluminum body and $\frac{1}{4}$ " tempered glass lens.



• **MEASURING TAPE.** Foster McCulloch's fully automatic, 50' reel tape incorporates steel gears and all-steel casing to withstand the most rugged use. Of heavy gauge steel with large numerals.



• **ALL-GLASS BACKBOARDS.** Made of quality tempered glass cushioned with vinyl molding between framework, with glass bolted in all-steel welded frame assembly, these new regulation boards feature exclusive mounting brackets permanently bolted to frame and equipped with key-hole slots permitting greater latitude and adjustment when installing the unit. (Nonpareil Div. of Gared Corp.)



• **NON-DENTING SHOT PUT.** "Aerco" is $5\frac{1}{2}$ " in diameter, weighs 12 lbs., recommended both indoors and outdoors. Molded rubber casing $\frac{1}{2}$ " thick, loosely packed lead pellets and trapped air in core cushions landing impact. Shot flattens out momentarily, then snaps back into shape.



• **TRU-GRIP SPRAY** assures better grip on ball. One application lasts entire game. Comes in aerosol can.



• **MARKING COMPOUND.** Mid-West Materials' Safe-Line is finely powdered crystalline marble especially compounded to flow freely and resist moisture. Absolutely safe, won't burn or irritate skin, harmless to eyes. Can be stored indefinitely. In 50 lb. bags.

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APPROVES **FEATHERBITE** MOUTHPIECE AS
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AND THE ALL-STAR GAME

*FEATHERBITE — the first protective device for athletes to carry injury insurance —
now becomes the first protective mouthpiece to be approved as mandatory equip-
ment for football players.*

At a March meeting, the Board of the Texas High School Coaches Association went on record making it mandatory for all football All-Stars to wear Featherbite* Mouthpieces, or equivalent, during practice and the All-Star Football Game. This was done to provide maximum protection for the All-Star football players, the Board said.

**FEATHERBITE HAD TO BE SUPERIOR TO MERIT SUCH APPROVAL
POSITIVE PROTECTION — EASIEST TO FIT — MOST COMFORTABLE**

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exclusively yours

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WHIRLPOOL BATH
by WHITEHALL



- ★ combination agitator and emptying system
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- ★ no plumbing required
- ★ stainless steel tank
24"W/ 46"L/ 25"D



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cut out and mail coupon

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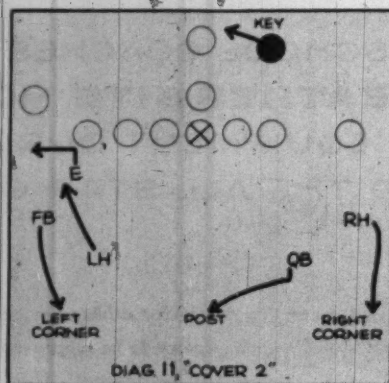
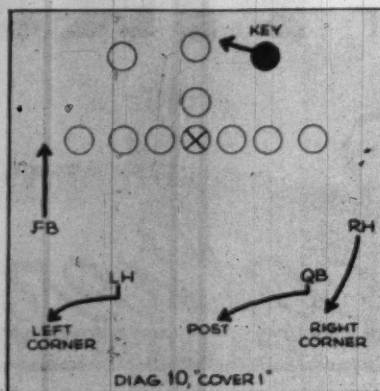
Name.....
Position.....
School.....
City..... State.....
demonstration ☐ yes ☐ no

WHITEHALL

19 Wall St. / Passaic, N. J.

Southern Cal's Team Defense

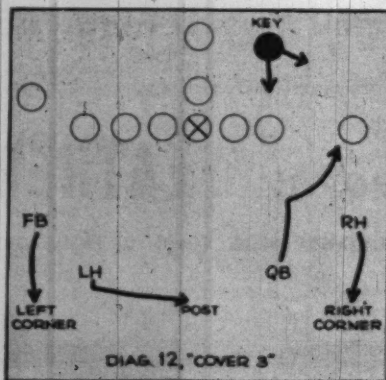
(Continued from page 14)



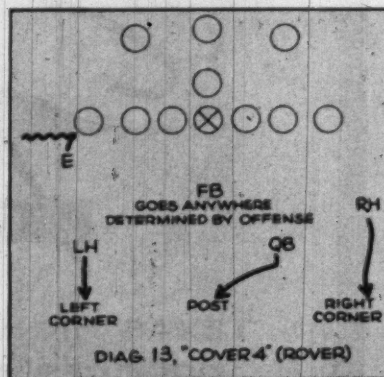
man to fill off tackle in coordination with our end play.

"Cover 3" (Diag. 12) is designed to free a safety to the flat and is used more than "Rotation 2."

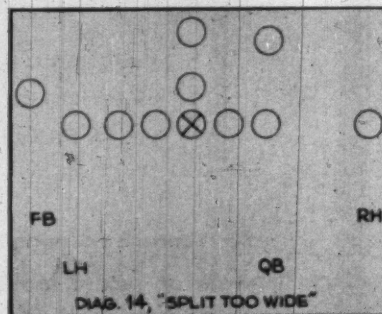
One excellent point about Covers 2 and 3 is that the fullback and right half (corner men) know, regardless of the key, that they'll cover the deep corners. Both these coverages are excellent against formations that spread the width of the field and force a type of three-deep coverage.



"Cover 4" (Diag. 13) utilizes the fullback as a "rover" or "robber," freeing him from an off-tackle spot to the middle, based on a key in conjunction with our ends.



We also coordinate coverages; for example, by using a "1" coverage in the left zones and a "3" coverage in the right zones. This is done with a purpose, as Diag. 14 will illustrate.



With this type spread, we feel it's necessary to use "Cover 1" on the defense left if the key goes left, but "Cover 3" on the defense right because the offensive end is split too far for the qb to cover the corner if the key takes us right. These are our zone coverages.

The seventh, and last, point concerns the position of our drop-off men. These must be identified and utilized in coordination with our coverage. Our ends and linebackers are drop-off men, and they have split rules. Once an offensive man on the line of scrimmage splits more than 5 yards, there are three positions our drop-off men will take (Diag. 15).

"E" is normal, based on the original position of the offensive end; "S" is a spread to the inside shoulder of the split receiver; and "W" calls for dropping off and playing

FILMSTRIPS from



All in
COLOR

from **READY FOR DATING**
described at right below



from **WHAT ABOUT GOING STEADY**
described at right below



from **GETTING A DATE**
described at right above

from **DATE BEHAVIOR**
described at right



TEENAGE DATING

New! Dating Topics

..for YOUNG Teens..for OLDER Teens

- Attractive Full Color semi-cartoon drawings
- Teaching Guides with utilization suggestions
- Use of Narration, Music, and Sound Effects on 33 1/3 rpm record adds to your presentation (order separately)
- Records include 30-50 cycle tone (inaudible . . . for automatic advance on newest equipment) and also audible bell signal for any equipment
- Questions at end of record stimulate discussion

PROBLEMS of DATING . . . always a subject of interest and vital importance to teenagers everywhere . . . are frankly discussed and dramatized with just the right "light touch" in intriguing illustrations. Here is excellent material by experienced guidance authorities that supplies positive, concrete answers to teenager questions on date conduct, social skills, and all the important phases of boy-girl relationships.

Carefully divided by age-level . . . a most important feature . . . these two series assist teachers in building lifetime habits and attitudes of good, wholesome character. They create a genuine desire to *know* and to *follow* the correct, acceptable social and moral forms. They help young people to be socially comfortable when dating and encourage good dating etiquette, social poise, and a greater sense of personal security during a most important formative period. *Family Films.*

Grades 7-9

DATING TOPICS FOR YOUNG TEENS

Full Color, Record

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- Y774 1RR—33-1/3 rpm RECORD for two filmstrips above with narration back-to-back. . . . 3.50
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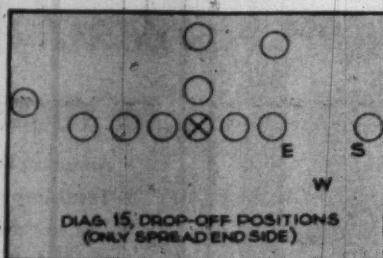
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We hope this article, brief as it must be because of space limitations, has given you some idea of Southern Cal's approach to defensive football last year. There's no question that the "56" defense, with all its ramifications, is going to be heavily employed this season. Our intention here was to introduce the basic approach to it, and let you go on from there.

Cross-Country

(Continued from page 44)

immediately announce individual and team standings—they take only 5 minutes to work out in a triangular meet—and the times.

Thus, crowds of at least 200-300 people at our dual and triangular meets are fairly common.

(b) Don't be afraid to start an invitational meet in cross-country. They're much easier to run off than the track meets. Invite as many teams as your course can handle. It's possible to split teams into heats, either giving awards to winners in each heat or to overall winners, on a time basis. Buy attractive individual and team awards, charge an entry fee just large enough to cover your costs, then publicize the affair—and watch interest in cross-country rise!

However, in the planning of an invitational, look for a "natural" event. Let me give you an example.

When I coached at Aviation High, we were part of a district embracing three high schools. I felt that an annual triangular meet for the school district championship was a natural. The coaches agreed to have these contests. But we also wanted to arouse plenty of interest in the meet and in the sports. (I use the plural because we also planned a track meet.) To do this, we asked the student bodies to set aside funds for two perpetual trophies.

Our cross-country trophy incorporated a shoe donated by the famous Max Truex. It was bronzed and mounted on a beautiful wooden base. Then Max appeared at an all-school assembly at each of the three schools, and presented the trophy. Following the presentation, each coach talked to his student body about the meet and



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publicized it in other ways. The local newspapers gave us pages of coverage, including numerous pictures.

Needless to say, there were many hundreds of people in attendance at each of the first two runnings of the meet. The meet rotates annually from one campus to another, but the campuses are close enough to enable the spectators to follow the annual running of the meet quite easily.

This is what I mean when I refer to a "natural" event.

(e) *Run a team race on the track at a football game.* It only has to happen once during the season, but the kids won't forget it. Run the whole meet on the track (2 miles for high school, 3 for college). It doesn't matter if the meet's at your school or elsewhere, just so long as your student body, your band, and your cheerleaders are there.

In one article on cross-country, a coach expressed his opinion that such a race was degrading to the harrier sport. I don't agree—unless it becomes a regular thing. On the positive side, it gives the runners a great deal of recognition, and it gives you (or the other coach) an opportunity to explain the various aspects of a team race as the boys run. The judicious use of the stadium public address system will aid you in this.

Have numbers on the boys' backs and have a program identifying them, either printed in the football program or on a flyer that could be folded into the football brochure.

One note of caution: don't try to run this meet between halves of the game. It won't work too well. Rather, run the meet before the game starts. We usually run ours so that the finish of the last man coincides with the start of the national anthem.

Be sure to let the public know what you're planning. We, for example, started our JV race 30 minutes before the anthem was to be played. We quickly followed it with the varsity race. However, we had let the people know of these arrangements well in advance. Result: two-thirds of the ultimate football crowd was in the stands at the start of the JV race.


(d) *Correspondence meets* will let your athletes know how they compare with other teams in our nation. So when you run your 2 or 3 mile race, send the complete results to Track and Field News of Los Altos, Calif. They sponsor national postal championships—2 miles for high school, 3 miles for college runners—and also sponsor a two-man 10-mile relay. Or you can enter your two-mile times against some distant school who, with prearrangement, runs the distance on the same day and under similar circumstances, as your team.

(e) *Use girl officials.* For years we fought the battle of cross-country and track officials. I won't go into the bloody details—you know what the problems are. Faculty officials are often rightfully busy, and the better boys in school are usually participat-

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ing in some sport, not officiating.

So we turned to the distaff side and got the best and most interested girls in school—the members of the Girls' (high school) or Women's Athletic Association. The results have been amazing. After a relatively few, brief instructional meetings in the fall and spring (the girls work at the track meets, too), they're ready to go. They usually dress in some distinctive garb of their own choosing and are quite proud and efficient. The Morningside and Aviation girls were so proficient that they've been serving as officials at our regional cross-country finals for four years.

The boys love it, too, for it makes the oft-likesome harrier feel that somebody cares.

The boys love it, too, for it makes interesting and fun. As a reward, we usually take them to championship meets or invite them to our end-of-season dinner.

BUILDING TEAM SPIRIT

4. **Build up team spirit** through the following methods, all of which must be based upon the coach's insistence that the runners think of themselves as part of a team, and not as assorted individuals:

(a) Give the athletes a large part of the responsibility for the team. Part of morale is responsibility. We've always stressed the importance of the upper classmen—seniors in high school, sophs in junior college. These men are given great privileges, too—and from their number are elected our team captains, and from them is chosen our pace man.

(b) *Distinctive dress.* As I write this I'm thinking of the white polo shirts which the team at Orange Coast College purchased from their own funds. We have the school name and a track shoe floxed on in red. The same thing could be done to a T shirt. These may make fine travel shirts, too.

(c) *End of season dinner.* All sports usually have them. Cross-country, often does not, or is forced to take the hind-most at a football banquet. Try to have your own, if possible. Invite the runners and both of their parents (the parents at Morningside always put on the event), have a guest speaker, if possible; and show some of your own or some local college's track or cross-country movies.

Awarding trophies to the most valuable runner, etc., is a possibility here, too. I don't like these awards too much, for I'm always afraid they'll hurt team unity.

(d) Encourage the team to play together, as well as work together. If the boys double-date, go to parties, etc., together, it's a good sign. I find that encouraging a team picnic or hike either before, during, or after the season gives them a chance to blow off steam and get to know one another better.

This year, at Orange Coast, we went

on an all-day, 26-mile mountain climb on the Saturday before fall classes began. The runners had a good time (they also had a good workout, we want at a rate of over 3½ miles per hour), and next year we plan to camp out at the base of the mountain the night before the hike.

(c) Other ideas that might be repeated under the morale heading are good uniforms, newsletters, etc.

5. Establish cross-country tradition with the help of careful and copious records.

(a) The record board. Most schools have track record boards, but seldom does one see any mention of cross-country on it. And if there is a cross-country record, it's usually the home course mark.

Records should be kept and posted for at least all major courses on which the team runs—and there should be a Frosh, Soph, Junior, and Senior record for each course. This may sound like we're overdoing it, but it isn't as far as the runners are concerned. Imagine the pleasure and drive a doubtful high school freshman would derive out of learning that he had just run a course faster than Joe Blow, who's now No. 1 man on the team and the senior captain, did when he was a Frosh. It's a safe bet that the doubtful freshman will become one of the most interested runners on the team.

(b) The record book. At the conclusion of every meet, most of you post a sheet of paper showing the places and times of your runners. Since you're typing or writing this material anyway, why not do it on a ditto or mimeograph sheet? Then you can turn out a copy for each runner.

BOOKLET FOR ALL

As we know that many of these will be lost if we give them to the boys individually, I post one on each of our bulletin boards and save the rest. At the conclusion of the last meet, I staple one of each together in booklet fashion, and give a booklet to each runner at our banquet.

They then have a record of what they've done during the season, and how their competitors fared (if you wish to include opponents). I also include comments on the meet.

This gives them a fine basis for comparison of their times, and hence their improvement, during the season and from season to season.

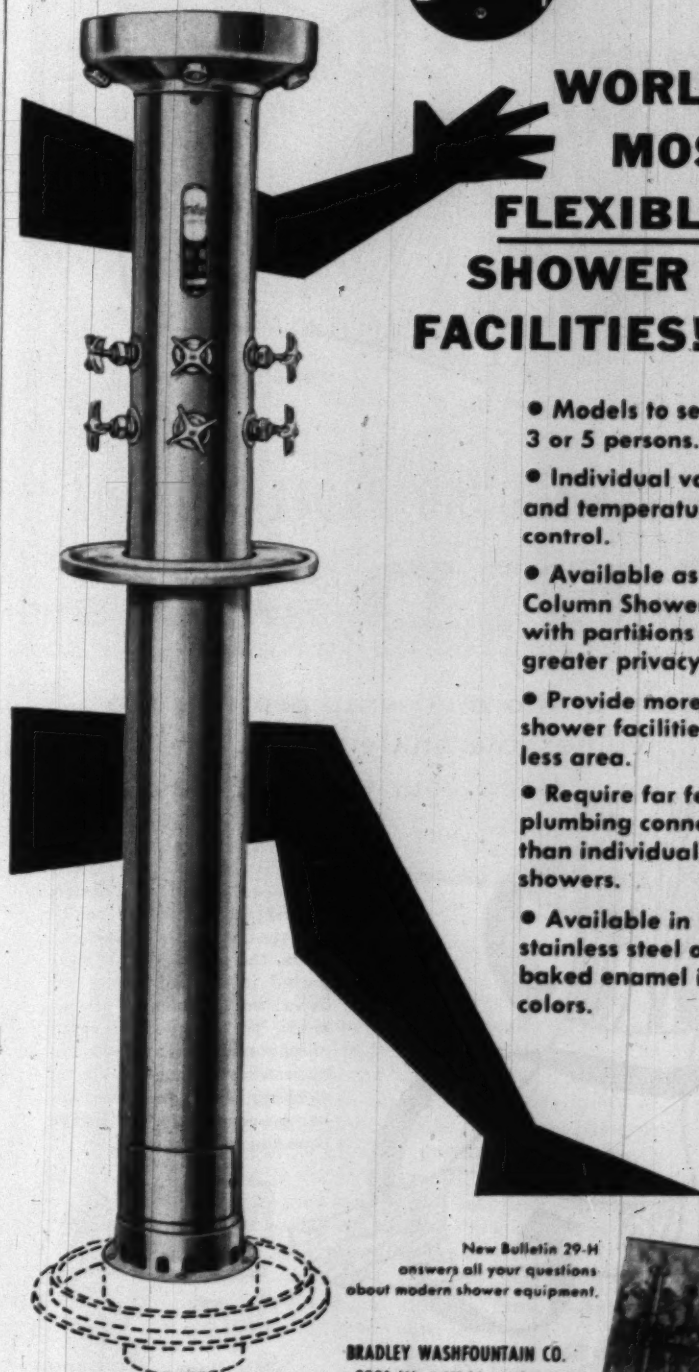
Are these ideas easy to put into effect? Well, obviously they require a little planning. Don't try to bring them all in during the same year, but add a few each season and, as the traditions become more firmly established, they'll carry themselves in part.

You'll be most gratified with the results, I might add, and you'll be doing your part (and a big one at that) to emphasize and popularize American distance running.



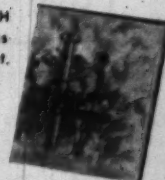
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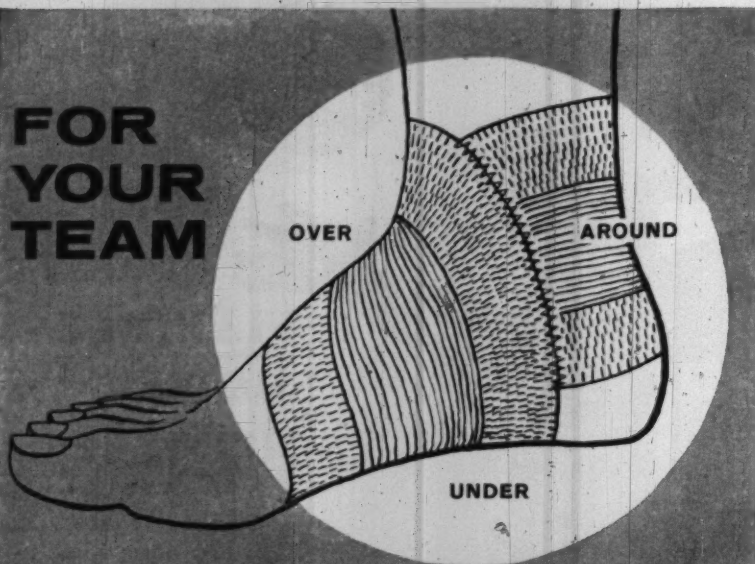
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"Finesse" Attack

(Continued from page 22)

all three companion plays, so that a smart experienced defensive man won't be led to the point of attack by a lineman trying to get an angle on him.

The same type of block and the same charge on all three of these plays is most important. The center, right guard, right tackle, and right end must fire right into the man and then take him any way he wants to go, using the same technique as he would on the 4 play and the 4 keep.

Since the blocking techniques of these men are exactly the same, the only technique in the 2 play that will change is the fullback faking and the left halfback carrying the ball.

On the 4 Play, the quarterback does the same thing as before with one slight exception. Since the fullback, carrying his hands the same way, drives over the right foot of the center, the quarterback places the ball on his outside hand. Then, as the fullback goes by, the quarterback withdraws the ball.

Immediately after withdrawing the ball, he gets his head and eyes on the left halfback and places the ball firmly into the pocket formed by the left halfback's arms, and the halfback carries the ball. The quarterback continues on around just as if he had the ball on a 4 keep.

The fullback, after the ball is withdrawn, snaps his shoulders away from the point of attack, which in this case will be the 4 hole, so that the defensive man in that area won't be sure if he has the ball. Then he drives straight down the field, carrying out his fake for approximately 10 yards.

As there's a similarity in these two plays, it's therefore necessary for each individual at the point of attack to make the plays look alike. Everyone must carry out his blocking assignment and the fakers must continue their fakes.

The 4 Keep is a companion of the 2 and 4, and again the techniques of the center, right guard, right tackle, right end, and right halfback are exactly the same. The only difference between the 4 and 4 Keep is that now the quarterback fakes to the fullback, pulls the ball in, fakes to the left halfback, and then carries the ball himself outside the left halfback's fake. The 4 Keep is an excellent short yardage play.

In order to have a well-balanced attack from this series, it's desirable to have a play striking outside. The play we use is the 4 pass. The backfield actions are same as in 2 and 4, the big difference being in the assignments of the right halfback and right end.

The right halfback drives at the number four man as if to block him, then slides open from seven to 12 yards in the flat.

The right end drives at the third man and runs right by him, then releases deep to the flag, looking over his right shoulder.

The left halfback and fullback fake exactly as on 4 Keep.

The quarterback, as soon as he takes the ball out of the left halfback's pocket, holds the ball high in readiness to throw.

This is our best option run pass. If the right halfback has fooled the defensive man into thinking he's going to block him and has slipped open, then the quarterback will throw to him. If not, the quarterback will run.

The above plays—2, 4, 4 Keep, and 4 Pass—complete our inside attack. We balance our inside attack with counter plays, one of which is 4 Counter. This play starts exactly the same as a 4. The fullback and left halfback fake a 4 play, while the right halfback jab steps and comes back over our left tackle.

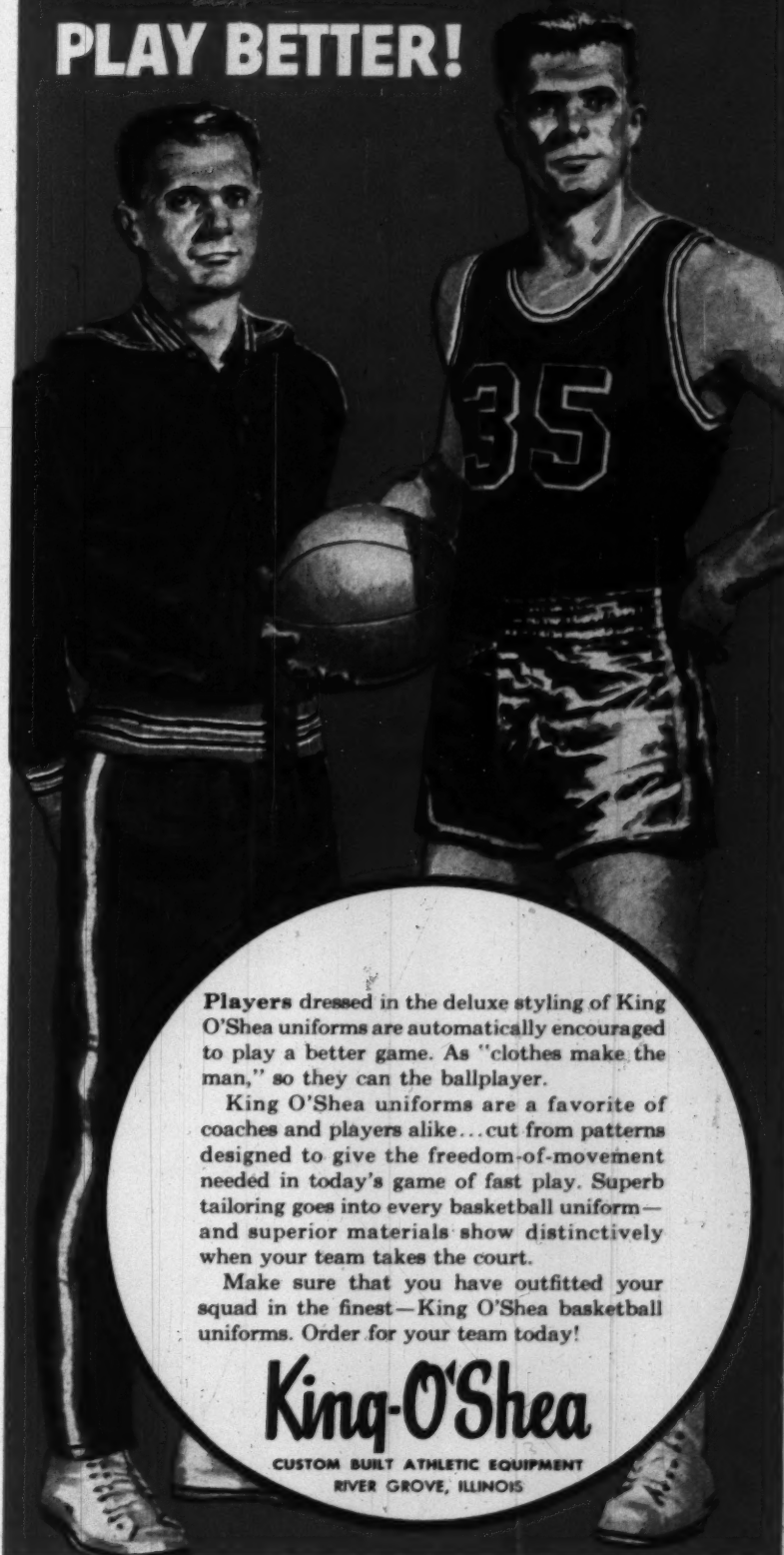
ONE of the country's greatest backs in the middle 40's (at Tulsa and Illinois), Perry Moss put in a couple of years with the Green Bay Packers before launching his coaching career at Illinois in 1949. A backfield specialist in great demand, he moved to Washington in 1950-51, L. S. U. in 1952-53, Miami in 1954-56, and Wisconsin (1957-58). His superlative talents achieved their just recognition in 1959 when he was appointed head coach and athletic director at Florida State. And this year he moved into the pros, moving to the Montreal Alouettes in the dual capacity of head coach and general manager.

The "Outside Finesse Drive Attack," Play No. 6: The fullback off tackle, or 6 play, is the basic play of this series. The companion plays are 8, an option quarterback carry or toss to the halfback, and 8 Pass. There also are additional plays such as we had on the inside series—bootlegs, hand-offs, screens, traps, and draw plays.

Quarterback Techniques. After receiving ball from center, the quarterback steps in approximately a 45° angle. After the first step, he must adjust his course to coordinate it with the fullback's route. The exchange takes place about two and a half yards deep in the off-tackle area. The quarterback now fakes to the left halfback, snaps his shoulder away from the point of attack, and tries to draw the attention of the defense away from the fullback.

Fullback Techniques. The fullback takes a lead step with his right foot, crosses over with the left foot, and the exchange takes place on the fourth step (approximately two and a half yards deep). He should then plant his outside foot and drive

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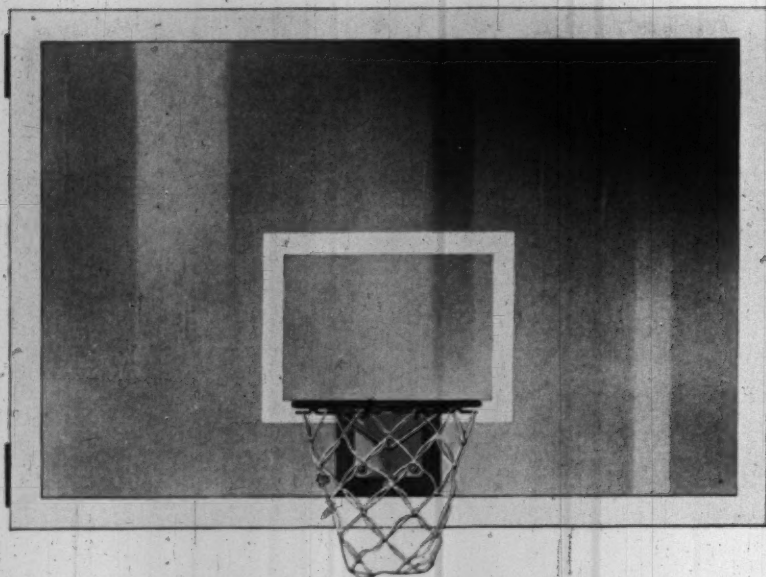
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downfield, wherever he sees daylight between our offensive end and center. Much time should be spent in teaching this maneuver because it's not the natural course the fullback would take.

The *Left Halfback* starts approximately a half count before the snap. His course should be as close to the line of scrimmage as possible, with his eyes on the quarterback. When the quarterback hand-fakes to him, he snaps his shoulders away from the point of attack so that the defensive men in that area won't know if he has the ball. When about four yards outside his end, he plants his outside foot and breaks downfield in position to receive a possible lateral from the fullback.

The *Right Halfback* blocks the #4 man as he does on the inside attack.

Techniques of the Center, Right Guard, Right Tackle and Right End. The entire line follows the same count blocking patterns they use on the inside attack.

The *8 Play* starts absolutely the same as 6. The difference is that the *Quarterback* withdraws the ball from the fullback's pocket and begins an option play. He's prepared to pitch the ball immediately or at any time downfield according to the defensive situation. Since there may be many defenses, we work on this play a great deal so that the quarterback can adjust himself to any situation which may arise.

The *Fullback* fakes away from the point of attack. Again, his fake should be so well-executed that he'll be tackled.

The *Left Halfback* must stay near and outside the quarterback so a lateral can be thrown to him at any time.

The only blocking change is by the *Right End*, who drives at the #3 man for a two count, then releases into the flat and roll-blocks any defensive man in the area.

The companion play, *8 Pass*, begins like the 6 and 8.

The *Right Halfback* drives at the #4 man, but slides into the flat.

The *Right End* drives at the #3 man as if to block him, then slides by, going deep to the flag, looking over his right shoulder.

The *Left Halfback*, after starting in motion, blocks the first man he sees outside the fullback's fake with a low, aggressive block around the knees.

If the #4 man on the defensive team has come up, the *Quarterback* will throw the ball to the right halfback in the flat. If he's covered, the quarterback will run.

To sum up the *Montreal Alouettes' "Finesse Drive Attack,"* a few principles should be emphasized at all times.

First of all, it is based on simplicity and finesse.

Secondly, there's a similarity in all plays of each series. Runs and passes must be executed to look alike to the defense.

Thirdly, fire-out blocking is employed to avoid leading opponents to the point of attack. Whenever linemen try to get a blocking angle, they key defensive linemen as to the area where the ball will be run.

At Montreal we impress upon our players that toughness is an integral part and a definite requirement in our system. They must be conditioned to play 60 minutes of rough, tough, aggressive football.

Motivate Wrestling

(Continued from page 48)

we decided to surprise the student body by arranging a skit between two wrestlers.

The day of the assembly our entire squad was excused a few minutes early to suit up for their surprise entry into the auditorium. It was a day I shall never forget, for the ovation the team received was an indication of immediate acceptance.

As the stage curtains were drawn for the first time, there lay a regulation wrestling mat never before seen at the school. A brief explanation of the rules and procedure was given, showing the application in the various situations. At the conclusion we presented a full six-minute match with pre-arranged moves to hold their attention.


This demonstration, we felt, accomplished several points: holding their attention and creating a need. Now we wondered: Would they come out for our first varsity dual meet?

We scheduled another exhibition during the intermission of a basketball game. Here the town folk had an opportunity to witness amateur wrestling. They had heard about and probably seen professional wrestling, and it was our job to convince them that the amateur game could offer a boy something constructive. Again it was received most enthusiastically.

I would suggest the following plan for initiating wrestling at your school:

1. Start wrestling in physical education classes with competition in all weight classes (first year).
2. Organize intramural teams and compete in leagues. Motivate boys by awarding medals for first, second, third places (second year).
3. Organize a club team and compete against schools in the immediate vicinity. Freshman, J. V., and varsity opponents should be considered to determine the readiness of the team for varsity competition the following year (third year).
4. Organize varsity team and schedule schools with comparable exposure and experience. Varsity letters awarded for the first time. Regional and state tournaments objective to shoot for (fourth year).

Coaching is always a problem. But any member of the teaching staff, if he's enthusiastic and willing to pay the price for success, would make a fine coach. Many outstanding coaches have been self-trained.



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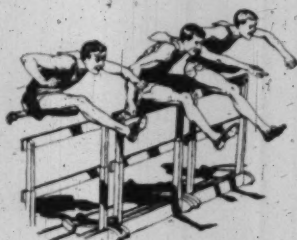
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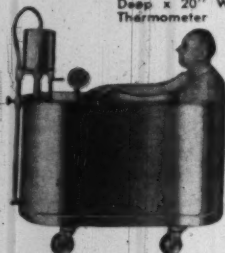
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NEW HYDE PARK, N. Y.

Supplementary materials such as wrestling books, pamphlets, and films are available from various sources. For information about these, contact your nearest college wrestling coach, or write the U. S. Coast Guard Academy, New London, Conn. I shall be happy to forward the necessary information.

Let's provide our youngsters with an opportunity to keep fit and healthy; to understand each other and get along with one another, which is so necessary in these trying times. Help our nation to be prepared, by preparing now.

Quick-Pitch Trap Series

(Continued from page 16)

88 Sucker can go for long yardage. We set up a wall of blockers along the sideline, while the backfield is trying to make the defense believe the trap is developing.

Our right end goes straight down for three yards and turns out behind the outside linebacker (toward the sideline).

Our right tackle goes down 8-10 yards and turns out toward the sideline. The right guard blocks the man over; the center blocks the man over or the first one to the weak side; and the left guard fakes a trap block on the defensive left tackle.

The right half fakes a pitch-out for a few steps, then slows up as if the play is over. The fullback delays, then blocks the defensive end, as the left half fakes the 84 Trap.

The quarterback fakes a pitch to the right half, then turns to the inside and pretends to give the ball to the left half on the trap play. He hesitates, then laterals to the right half in the flat.

As far as passing is concerned, we feel we're much better off when we pass from a running play. Most schools have only average passers, so we feel the element of surprise is especially important in the aerial attack. Passing from our running game also helps hold the defense on running plays.

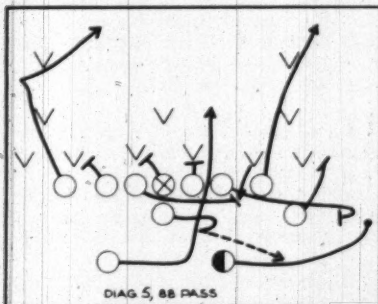
We run two passes from this series—the 84 Pass and the 88 Pass. Both are designed to look like the running play for which they're named.

Our 84 Pass (Diag. 4) fakes the 84 Trap. Then the quarterback drops back three steps and throws. Our linemen use charge blocking to help fool the defense.

Our right half becomes the pass receiver after faking the 88 pitch-out. We send our right end down and out, while our flanker fullback

goes deep and veers to the outside.

Our 88 Pass (Diag. 5) is thrown off the 88 running play. The quarterback and left half fake the 84 Trap (Diag. 2), with the qb then pitching out to the right half, who fakes a run. We work hard with the right half to make sure he doesn't look downfield, holds the ball tight, and doesn't slow up until he's ready to pass.



The right tackle pulls as if going downfield to block. When about 10 yards in the flat, he stops quickly and blocks back toward the line of scrimmage.

If imitation is the sincerest form of flattery, then Wildwood has a right to feel flattered. Several Central Florida schools have started using the series since we did so much with it.

If you don't have a big rough fullback, you'll find this series especially useful.

Combining the Inside and Outside Rides

(Continued from page 34)

speed, if necessary, to be in the proper position to receive the ball.

This play is obviously designed to exploit a certain situation. The first time it was employed it produced a 56-yard touchdown run.

As previously mentioned, it has become our most consistent reverse-type play. In addition it has, as originally intended, forced the defense to play us "honest," thus taking the pressure off our inside ride series. Little or no additional learning is required, since the play is basically the same as the inside ride. The final moves of the quarterback are the only real change.

In our opinion it's a worthwhile addition to anyone who uses the inside ride series in their basic attack.

High school football coaches who have been using the ride series should find this paper interesting and informative.

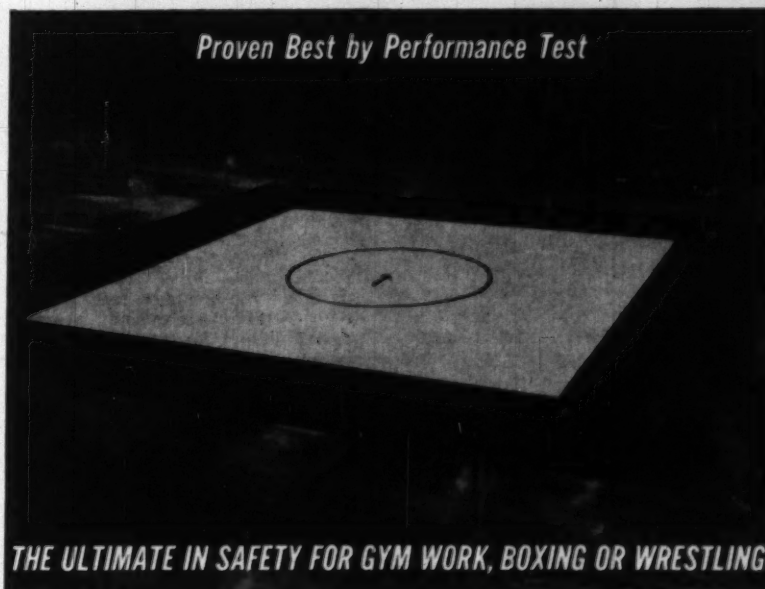
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COACHES' CORNER



Please send all contributions to this column to: *Scholastic Coach, Coaches' Corner Dept.*, 33 West 42 St., New York 36, N. Y.

IN THE Yankee batting cage, pitcher Zack Monroe took three swings instead of two, incurring the wrath of Yogi Berra.

"Hey, you," yelled Yogi. "Dontcha know how to count. You ever go to school?"

It just happens that Monroe is an honor graduate of Bradley University, and this fact was brought to Yogi's attention.

"So what?" retorted Yogi serenely. "I was in Harvard myself once."

"In a jar?" suggested Mickey Mantle.

The *Baltimore Orioles* have so many young pitchers that whenever Coach Luman Harris comes out to make a replacement, the fans start chanting: "Here comes the baby sitter."

Don Blasingame was at bat one night and grew increasingly irritated at Umpire Frank Dascoli. When the ump called a high hard one "Strike three!" Blasingame blew his top.

"Listen, Frank," he said to his royal majesty, "how can you sleep with the lights on?"

Charley Grimm, the perennially disposed manager of the Cubs, was always bugged by the early season bromide that the hitters were ahead of the pitchers. The past spring he disgustedly watched his Cubs boot ball after ball.

Turning to one of his coaches, he wearily sighed, "The grounders are ahead of the fielders."

When Roy Hartsfield and Augie Donatelli were in the minors together, the former as an infielder and the latter as an ump, they got into an argument over one of Little Augie's calls.

"Roy," said the ump, "if you ever learned to hit that pitch, you'd make the big leagues."

"And if you ever learned how to

call it right, we could go on the same train," retorted Hartsfield.

A rookie was questioning a veteran slugger on the art of batting. "When you hit, do you keep your left foot forward like so. Or could I get more leverage and probably a roomier arc if I kept both feet even on a square stance? Or should I adopt a stance that gives me a wider equilibrium?"

The veteran scratched his head. "Young man," he said, "when you step up to the plate, never be superstitious."

Is there a school in the land that can match Humboldt H. S.'s record the past two years? This Class A school from Winnemucca, Nev., has copped every state crown available to it over this period! They've won two state diadems in basketball, two

in track, and one in football. And they'd have won another in football, if there'd have been any Class A state championship in 1958. The Humboldt eleven went unbeaten that season, being scored upon just once—and that in a 78-7 victory!

Coaches are Jerome Etchegoyhen in basketball, Jim Jensen in track, and Lyle Espinosa and Jensen in football.

Chuck Klausung, new frosh football coach at Rutgers, leaves the most enviable record in high school football behind him at Braddock (Pa.) H. S. His clubs won 63 straight, with just one tie in the ninth game!

Any of you fellows interested in back issues of *Scholastic Coach*? Write to Fred Humphrey, 617 West Orange St., Clarinda, Iowa. Fred has almost every issue (available for sale) dating back to November 1946—all in good shape.

Dizzy Dean is famous for his pithy observations. Noting a pitcher throwing a weird assortment of dippy-doodles, change-ups, and butterflies, he snapped, "You could catch him with a pair of pliers."

The newspapers in our neck of the woods go in for snappy little sports "fillers." Anytime they have a little hole at the bottom of some sports column, they'll fill it with some spectacularly dull item like: "Stan Musial hit .257 last year. He's in his 16th year with the St. Louis Cardinals." or "After seven years at Columbia, Lou Rossini will start his third year of basketball coaching at N. Y. U."

The "filler" nonsense reached a ludicrous peak last April when the following item (in its entirety) appeared in the *Daily Mirror*: "Win-

OWED TO THE SUNDAY MORNING QUARTERBACK

By WILLIAM RHODES, Principal, Williamsburg (Pa.) H. S.

Feeling disgusted with the criticism that young, immature high school athletes must take from their elders every football season, I decided to turn to the muse of tetrameter—and here is the lightweight result.

Greetings to you, football fan,
Minus any memory span;
Spinning tales of bygone feats,
All performed on leather cleats.

You, who never did give ground
When the foe was touchdown bound;
You, who held all without score,
While you made touchdowns galore.

Your tackle always hard and clean,
Your downfield block just mere routine;
Each play you called was so discreet,
Your line was granite, backs all fleet.

Your quarterback, he was the ONE—
No one told HIM what to run.
Your team was up for EVERY game,
You never flirted with a dame.

Fumbles? All by the other side!
The holes you made were big and wide.
You were on the bottom of every pile,
You took all criticism with a smile.

I'm sorry I can't say the same for ME,
But it is early—I'll wait and see;
Time has a way of coloring what's true,
So some day I may be as good as you.

I've often thought how nice it'd be
If I were you and you were me,
But recently I chanced to look
Into the latest record book,

And found no trace of what you say,
So your memory's bad, or DID YOU
PLAY?

ning basketball. Bob Grieve is in his 15th season as track coach at Syracuse University."

Jack Conlon, the veteran balls-and-strikes arbiter, makes the briefest and best case for his beleaguered profession: "We have two seconds to render a decision. The Supreme Court has two years."

Then there's **Puddinhead Jones**, the ancient third baseman winding up his career in embarrassing obscurity. "I've been sitting on the bench so long," sighs Willie, "that the kids are beginning to call me 'Judge.'"

Soccer Drills

(Continued from page 26)

a ball that otherwise would go by.

Boys like this heading action, and consequently learn it readily and usually well. Mastery of this kind of heading will greatly improve their abilities along other lines, and they'll develop a new degree of confidence.

In teaching defense, the coach must first overcome the boys' fear or hesitation of having the ball unexpectedly contact a soft, unprotected part of the body. Players will quickly see that the best method of protecting the body and face is with the "two foot block." The defender blocks the ball with both feet, while bringing his right shoulder into position to nudge the attacker off the ball, producing complete dispossession.

In many cases this nudge won't be necessary, especially if the attacking player moves his feet as if to kick. A pushing movement with the feet, along the ground, will free the ball and move it clear.

Defenders must be taught to pay absolute attention to the ball. Under no circumstances should they be diverted by feints or other head, arms, or body movements. These arts of the dribbler can be legitimately employed to counter the block. But no amount of dribbling can beat the defender who makes solid contact. He has only to hold the ball and push with his feet (not kick) to win the ball.

In our drill, the boys are placed in two lines. One line is designated as defenders, the other as offensive players. After contact in the middle, the boys become tail-enders on the opposite lines.

In the beginning, have your attackers make no attempt to outwit the defenders. For the sake of developing confidence, defense must be shown to be superior to offense. Have your dribblers move in a straight-ahead path, with the defenders concentrating on making contact as the ball leaves the opponents' feet. This will enable the youngsters to gain early confidence in their defensive abilities.

Afterward, when the best defenders and offensive players have been determined, all the tricks can be used.

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Syracuse's 70 Series

(Continued from page 11)

The left halfback receives his key from the quarterback and "flies" to the right a moment before the ball is snapped. We feel that his proper motion is a step and a half. He should keep "phased" in with his quarterback and always be expecting the pitch-out.

Right halfback: We want our flanker back to always be in a position to threaten the defensive end, but he mustn't be split to a point where the defensive end can beat him to the inside. We've found that a position one and a half to two yards outside our offensive end is best for our purposes.

The right halfback's first step is a short lead step with his left foot; always expecting the defensive end to try to beat him to the inside. If the defensive end does crash inside, then the right halfback must get his head and shoulders across in front of him and keep him from making excessive penetration.

If the defensive end plays along the line of scrimmage, the right halfback's next step is into him, blocking him either in or out, depending upon how he's reacting to the play.

Our game films reveal that we've run this play successfully inside the defensive end even though our right halfback was blocking him to the inside.

72 Boom—Pitch-Out to the Left Halfback:

The backfield patterns and blocking assignments are exactly the same, with the following exceptions:

The quarterback: seeing that the defensive end has moved to the inside, keeps the ball himself and now makes his option off the corner line-backer. He works the ball just deep enough to clear the defensive end, and is ready to make his pitch-out at all times.

Fullback: When the fullback feels he isn't getting the ball, he "curls" to the inside and continues faking hard.

The right halfback carries out his blocking assignment by blocking the defensive end to the inside.

The left halfback keeps "phased" in with the quarterback and receives the pitch-out when corner linebacker goes for the quarterback.

72 Boom—Quarterback Keep: Again the backfield patterns and blocking assignments are exactly as described, with the following exception:

The quarterback, seeing that the defensive cornerman has come up outside to defend against the pitch-out to the left halfback, fakes the pitch and keeps the ball.

74 Scissors:

Every team has a play that immediately captures the imagination of the spectators and especially the alumni. This is particularly true of our "74 Scissors", undoubtedly the most famous play in our offensive repertoire.

SCHOLASTIC Coach is deeply beholden to Coach Ben Schwartzwalder for giving us permission to take these exclusive sequences, and to the players who did such a superb job of execution: Jack Bemiller (center), Dave Sarette (qb), Ernie Davis (lh), John Nichols (fb), Dick Reimer (rh), Fred Mautino (defensive end), and Norm LeMieux (defensive cornerman).

Last season, our All-American halfback, Ernie Davis, scored five times from this play on runs ranging from 29 to 70 yards. I can honestly say that the acclaim given this play is justified.

The backfield assignments for the "74 Scissors" are the same as outlined for "72 Boom", with the following exceptions:

The quarterback gives the fullback what we call a "½ ride", then gets a little depth to make the hand-off to the right halfback.

The fullback carries out his fake, but must be alert to pick off the defensive end, especially if the play is being run against a diamond defense.

Right halfback: It's the right halfback's responsibility to provide the proper timing on the "74 Scissors" play. He slides back and to the left, all the time keying on the quarterback and fullback, and also into the line of scrimmage. As the ball is faked to the fullback, he moves forward ready to take the hand-off from the quarterback. It's important that he approach the line of scrimmage "squared off" and prepared to run wherever the hole opens up. From past experience this could be anywhere from our outside tackle to our left end.

70 Pass:

At Syracuse, we feel that our offense isn't complete without pass plays stemming from our best run-

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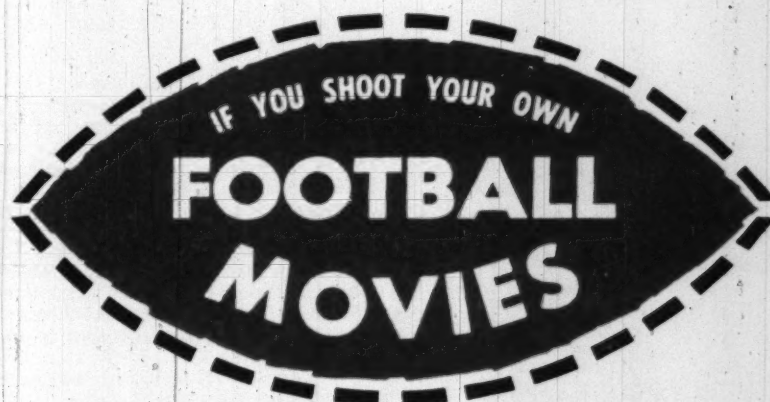
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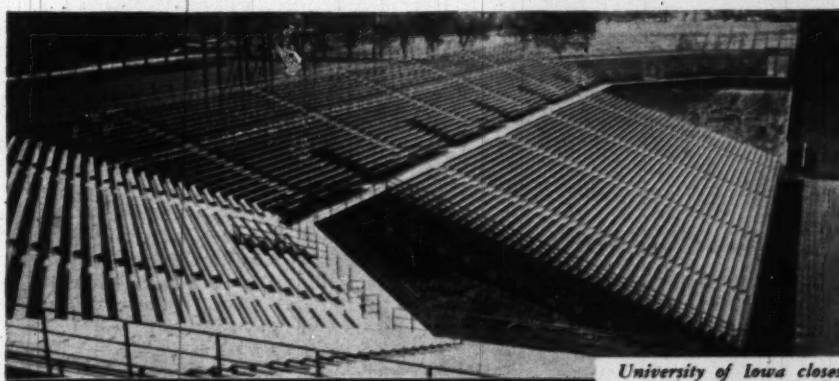
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ning plays. For this reason, our "70 Pass" has always been a consistent gainer for us.

The backfield assignments for the "70 Pass" are exactly as outlined for the "72 Boom", with the following exceptions:

The quarterback continues to key the defensive end. If the end has moved to the outside, the quarterback should get his depth and set up immediately to throw the pass. If the end has moved to the inside, the quarterback should roll to the outside and either run or pass, depending upon the reaction of the defensive secondary.

The fullback continues to fake hard, but once past the line of scrimmage, he should get into what we term a "soft spot," about 8 or 10 yards deep, and look for the ball.

The left halfback "flies" as if running a "72 Boom," but then blocks back on the defensive end. He makes contact as quickly as possible and attempts to pin the end to the inside, thus allowing the quarterback to roll to the outside.

The right halfback is a prime receiver on the "70 Pass." His pattern is to drive deep through the inside shoulder of the outside man in the defensive secondary. If the defensive man covers him, he continues to carry him deep. If the defensive man leaves him to cover the right end in the flat, he breaks to the outside and away from the safety man.

"Here Below"

(Continued from page 5)

Pro football is a many-splendored thing—the most highly developed and beautifully coordinated sport in the western world. Watching the pros from so close up was a fascinating and enlightening experience, and we're deeply beholden to the Charger organization for their boundless hospitality and generosity.

ANYTIME you go to a football camp, you're sure to meet a lot of nice people. And among the nicest we met were the new head man at Florida State, Bill Peterson, and his chief assistant, Ken Meyer.

Unlike us, the boys came loaded for bear. Bill is going to install the pro offense this fall, and he came armed with notebooks and pencils. We buddied up for four days, and had a lot of fun snooping around the practice field and scouring the countryside for good ten-cent cheroots.

Since Bill had been Paul Dietzel's top aide for the past several years, we were curious to know why he was switching from the Winged T.

"College ball has lacked crowd appeal," Bill told us. "Most coaches don't pass enough. They use a tight formation and play a safe, con-

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servative game. After scoring, they'll sit on the ball. The emphasis is on defense—waiting for the offense to make a mistake.

"Speaking for myself, I no longer like the tight formation. It enables the deep backs to contain you. And when you don't pass enough, you facilitate the defensive job.

"Coming to a new school, as we are, we have to sell football—give 'em an offense they like. I think the pro offense will do it. Another vital point to remember is that the kids like it. It's more appealing to them and it doesn't wear them out as much.

"Also influencing my decision is our personnel. We have several quarterbacks and some good pass receivers. The receivers aren't the big, strong type who can block the tackle. But with a full field coverage we can put 'em out and utilize their receiving, as well as give our backs room to run.

"The pro offense also cripples the defense's stunting game. They might do some inside stunting and red-dogging, but we'll always know where at least five or six of their people are."

Suppose you don't have the personnel for the pro offense?

"If I didn't have the personnel, I'd use a partial pro offense. I'd use pro formations and try to accomplish the same thing without a lot of passing."

Could high school teams use it?

"I believe they could. I know I used it when I coached at Mansfield (Ohio) High School. I used split ends, flankers, and the run toss. I didn't have a passing quarterback, but had good speed in the backfield. The toss to a speedy halfback constituted the major part of our offense."

OUR NEW LINE-UP

AFTER almost 25 years without a change in its starting line-up, *Scholastic Coach* has come up with a switch. Owen Reed, our versatile Advertising Manager since 1946, has moved upstairs as Assistant Manufacturing Manager of the expanding *Scholastic Book Services*—while retaining his seat on our bench as Business Manager.

Moving into the Advertising Manager's slot is Ed McCarrick, fresh from the Pittsburgh Pirates' front office. A Regional Director of Scouting for the past ten years, and an all-around sports technician par excellence, he adds a lot of weight (190 lbs.) and authority to our front office.

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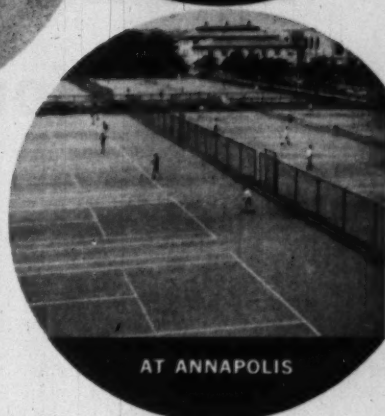
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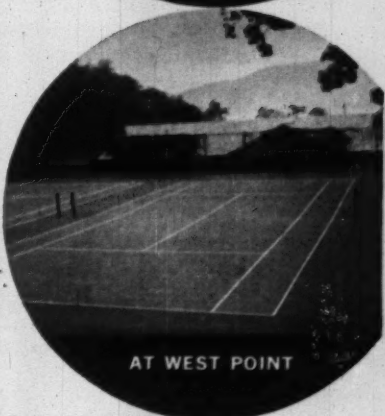
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By RHOD REAVES

Line Coach, Portageville (Mo.) H. S.

Rule Blocking for Unbalanced Lines

THE defense has caught up with the basic Split T. It can no longer stand alone, but must be supplemented with many variations of the T. This doesn't mean the Split T will become extinct. As a classic offense, it will become subject to call when

future defenses catch up with future offenses. This is part of the revolving cycle in the history of football.

Right now, offense is in a state of transition. (For football to maintain its crowd appeal, the offense must always stay one jump ahead of the

defense.) As with nearly all changes, the motivating force is not something new, but the revival of something old—the Winged T.

The Winged T is, in most cases, a flanker T backfield behind a single-wing line. The revival of the single-wing line also indicates that the flanker's first duties will be that of a lineman, and his secondary function will be that of a back.

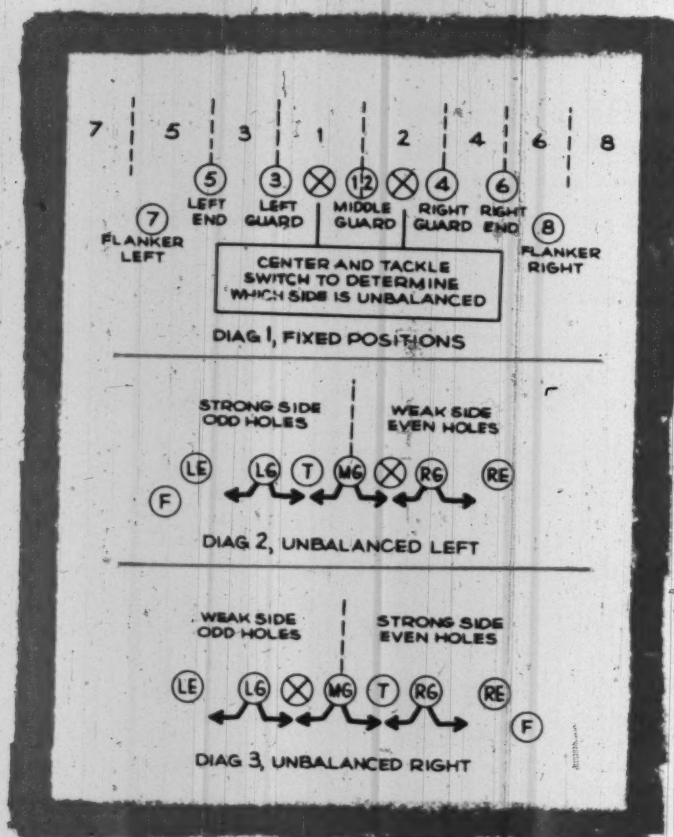
There are basically two kinds of rule blocking: One is the post-and-lead theory, designed for power, and the other is the straight-on theory, designed for speed. Most Winged T teams have applied both these theories to a balanced line.

But, with few exceptions, the unbalanced line is still in mothballs. In high school ball, the assignments must be kept simple; and because of the complexity of applying rule blocking to an unbalanced line, it has progressed at a snail's pace.

Three years ago I took over the line coaching of my father's unbalanced single wing. Though we enjoyed 8 wins and 2 losses in that first year, it was very frustrating and confusing to adjust to the changing defenses. On the other hand, the defenses were having a harder time adjusting to our unbalanced line.

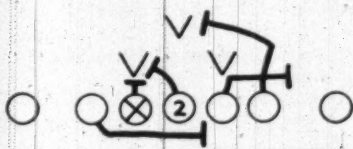
After being hard hit by graduation, we had to do something to simplify our offense. I wanted to change to a balanced line and use the post-and-lead theory. However, my father, while all for the post-and-lead theory, refused to give up the unbalanced line.

I had all but given up combining the two, when, through an accident in diagramming our plays, I found

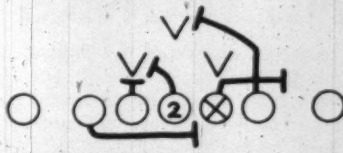


AGAINST EVEN DEFENSES

STRONG SIDE 2 HOLE

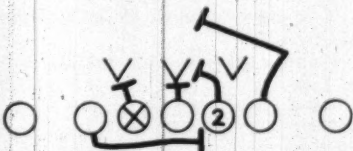


WEAK SIDE 2 HOLE

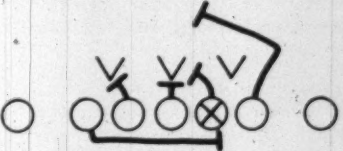


AGAINST ODD DEFENSES

STRONG SIDE 2 HOLE



WEAK SIDE 2 HOLE



DIAG. 4, 2 HOLE

the key to the problem. The mistake I made is not important, but the results are.

In winning a share of two conference championships against all odds, we found the holes in the line opened more consistently than ever before. There was never confusion in the line, regardless of what defense we met. We were able to install a multiple-offense, keeping supplementary series and formations in reserve and without overloading our offense with plays. The line had much more time to spend on basic

fundamentals during practice.

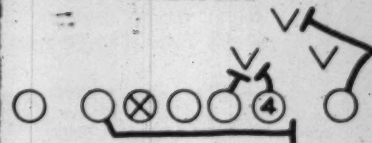
Fixed Positions for Blocking with the Unbalanced Line:

1. **Diags. 1-3** show how personnel and holes remain fixed, with odd holes to the left and even holes to the right of the middle guard.

2. The only shifting is the switch between center and tackle. If it's unbalanced right, the center is to the left of the middle guard; and if it's unbalanced left, the center is to the right of the middle guard.

3. Both odd and even holes must be designated as *Strong-Side* or as

STRONG SIDE

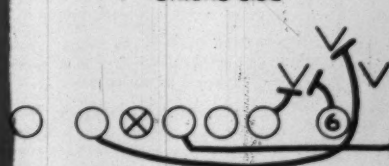


WEAK SIDE

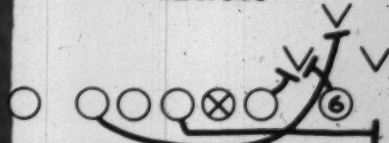


DIAG 5, 4 HOLE

STRONG SIDE

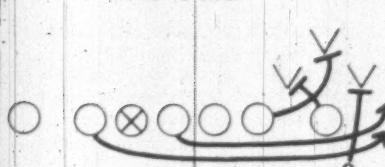


WEAK SIDE



DIAG 6, 6 HOLE

STRONG SIDE

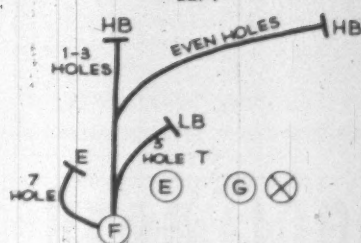


WEAK SIDE

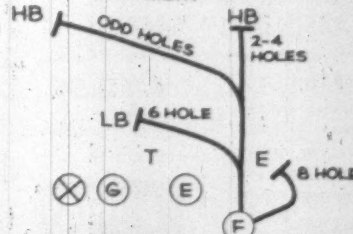


DIAG. 7, 8 HOLE

LEFT



RIGHT



DIAG 8, RULE BLOCKING FOR FLANKER

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Weak-Side holes: (Diags. 2-3).

4. The holes are numbered on the offensive, not the defensive line (Diag. 1).

5. There are two basic defenses—an odd defense, where there's a defensive man in front of the middle guard, and an even defense, where there's not.

Applying the Post-and-Lead Theory to Fixed Positions: Remember, the Post Man throws the low block and the Lead Man throws the high block in two-on-one blocking.

General Rules:

1. Two-on-one block to the inside of each hole.

2. Guards trap to the outside of each hole.

3. Offensive linemen to the outside of the hole check defensive linemen to their outside shoulders, and angle-block linebackers to their inside shoulders.

4. Offensive linemen to the inside of the two-on-one block fill in where guards pull out.

Specific Rules:

Since the holes are numbered and fixed on the offensive linemen, they remain the same regardless of what the defense is.

When the lead man's number is called, he takes the first man to his inside shoulder—making the hole to his outside shoulder. The apex for wedge blocking is always set on the lead man.

Middle Guard:

1 and 2 holes—if it's an odd defense, the middle guard is the post man; and if it's an even defense, he's the lead man (Diag. 4).

On 5, 6, 7 and 8 holes, the M.G. pulls out to block (Diags. 6-7).

Left Guard: Pulls right and traps at 2 and 4 holes (Diags. 5-6).

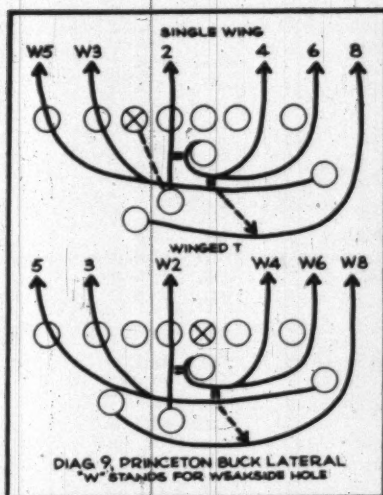
Right Guard: Pulls left and traps at 1 and 3 holes.

It may be interesting to note that against a five-man line, the 2-4 and 1-3 holes will become the same when the stated rules are applied.

Flankers: As mentioned earlier, the flanker's first duty is that of a lineman and his secondary duty is that of a back. When the flanker isn't carrying the ball or faking, he has set rule blocking regardless of which side he may be called to (Diag. 8).

Running the Holes—Many coaches are afraid of set rule blocking because they fear it will limit their backfield maneuver. We think that the possibilities are unlimited.

We don't number our backs, as most systems do. Our first digit represents the series and formation, while the second digit naturally represents the hole. In front of the two digits, one either calls it strong side or weak side.



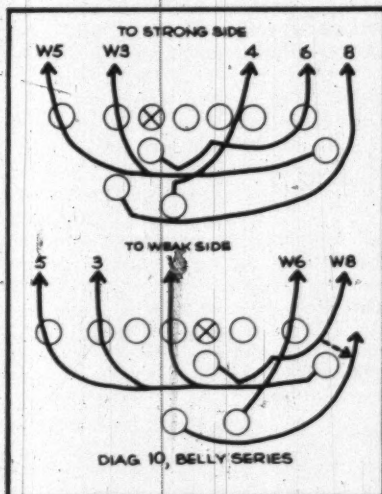
The ball-carrier is determined by the hole that's called. In a series, a back will fake into the general direction of certain holes, until those holes are called, at which time he gets the ball.

In setting up a backfield maneuver, the flow of a series should go with the trap: Note: On 1 and 2 holes the path of the ball-carrier will be straight on an even defense and slide on an odd defense.

There are some interesting ways to set up a multiple offense behind an unbalanced line:

1. Running only one series out of more than one formation. **Diag. 9** shows how the Princeton buck lateral series of the single wing can be run to the weak side of a winged T with only a single exchange of the ball.

2. Running the same series to both the weak side and the strong side. **Diag. 10** shows the belly series with flanker reverses run to both the weak side and strong side.



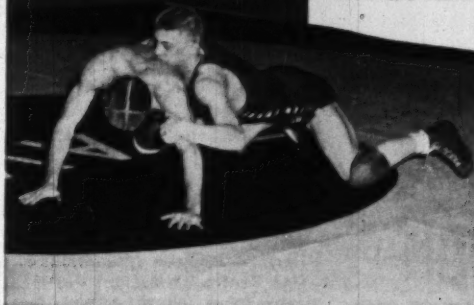
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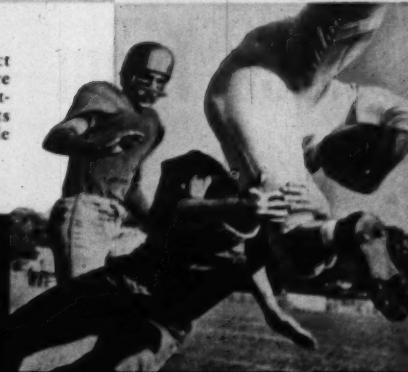
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All-American High School Track Team

• America's future in track and field is definitely bearish. No fewer than 14 junior classmen earned places on *Scholastic Coach's* 10th annual four-deep All-American.

State honors were won—for the 10th straight year—by California, with 16 of the 52 spots, followed by Texas with 7 and the big surprise of the year, Florida, with 5.

Individual school honors go to Albuquerque (N. M.), which placed 3 men, and San Francisco Poly and Compton (Calif.) with 2 selectees each.

Compiled by **DON NASH**
and **FRANCIS ERROTA**
Track and Field News

1960

100-YARD DASH

	Class	Best Mark
Nate Adams (Glenville) Cleveland, O.	Sr.	9.6
Ray Etherly (Albuquerque) N. M.	Jr.	9.5
R. L. Lasater (Big Spring) Tex.	Jr.	9.3w
		9.7
Hubie Watson (Jordan) Los Angeles, Calif.	Sr.	9.5

220-YARD DASH

Henry Carr (Northwestern) Detroit, Mich.	Jr.	20.6
Bill Cowings (Fowler) Calif.	Jr.	20.8
Jimmy Douglass (Carver) Miami, Fla.	Sr.	21.2mt
Ray Wesley (Carver) Houston, Tex.	Sr.	20.6

440-YARD DASH

Art Gardenswartz (Highland) Albuquerque, N. M.	Sr.	48.1
Ray Saddler (Castlemont) Oakland, Calif.	Jr.	47.6n
Don Webster (Kennett Consolidated) Pa.	Sr.	46.7
Ulis Williams (Compton) Calif.	Jr.	47.2

880-YARD RUN

Larry Rhodes (Abilene) Tex.	Sr.	1:52.7
Tom Sullivan (St. George) Evanston, Ill.	Jr.	1:53.1
Jan Underwood (Buena Park) Calif.	Sr.	1:52.0n
Ray Van Asten (Bonita) La Verne, Calif.	Sr.	1:51.9

MILE RUN

Frank Carissimi (Denby) Detroit, Mich.	Sr.	4:17.7
Harry McCalla (Berkeley) Calif.	Sr.	4:15.6n
Joe Thomas (Uniontown) Pa.	Sr.	4:14.9
Ben Tucker (Poly) San Francisco, Calif.	Sr.	4:14.3

120-HIGH HURDLES

Robert Bonds (Poly) Riverside, Calif.	Sr.	13.9
Herman Johnson (Plainfield) N. J.	Sr.	13.8w
Mel Renfro (Jefferson) Portland, Ore.	Sr.	13.8
John Turek (North) Miami, Fla.	Sr.	13.7

180 LOW HURDLES

Hiram Carroll (Albuquerque) N. M.	Jr.	19.0
Sid Nickolas (Vallejo) Calif.	Sr.	18.8n
Paul Warfield (Harding) Warren, O.	Sr.	18.9
Stan Woolever (Snyder) Tex.	Sr.	18.8w

BROAD JUMP

Del Blanks (Albuquerque) N. M.	Sr.	24-6½
Tom Cousey (Harry Ells) Richmond, Calif.	Sr.	23-11¼
Walter Roberts (Compton) Calif.	Sr.	24-6¼
Leonard Scott (O'Fallon) St. Louis, Mo.	Sr.	23-10¼

HIGH JUMP

Dave Cunningham (Davis) Kaysville, U.	Sr.	6-6
Roy Hicks (Coles) Corpus Christi, Tex.	Jr.	6-7½
Jeff Little (Senior) Ft. Lauderdale, Fla.	Sr.	6-7
Charles Williams (Mexico) Mo.	Sr.	6-7

POLE VAULT

Larry Evans (Boone) Orlando, Fla.	Sr.	13-9
Mike Graves (El Cajon) Calif.	Jr.	14-0
Floyd Guerra (Tempe) Ariz.	Sr.	14-5
Frank Herring (St. Petersburg) Fla.	Sr.	13-8¼

SHOT PUT

Gary Gubner (DeWitt Clinton) New York, N. Y.	Sr.	65-10¼
Dick Hart (Morrisville) Pa.	Jr.	63-5
Richard Inman (Belton) Tex.	Sr.	62-11
Robert Young (Brownwood) Tex.	Sr.	62-3

DISCUS

Alex Darnes (Poly) San Francisco, Calif.	Sr.	179-7
Bob Morris (Glendale) Ariz.	Jr.	176-10
Don Schmidt (King City) Calif.	Jr.	175-2
Doug Schoenwetter (Fremont) Sunnyvale, Calif.	Sr.	175-5

JAVELIN

Ray Guntulis (Bulkeley) Hartford, Conn.	Sr.	209-4
Ed Johnson (Troy) Mont.	Sr.	210-3½
Ed Red (Lafayette) La.	Sr.	214-2
Don Silven (Cranston) R. I.	Sr.	215-3½

 * THE 1960
 * ALL-AMERICAN
 * H. S. TRACK TEAM

ALTHOUGH embracing fewer national record breakers than in recent years *Scholastic Coach's* 10th annual All-American High School Track and Field team possesses greater balance than ever and offers a clearcut indication that the best is yet to come.

This year's team is liberally dotted with 14 standout junior classmen, and several soph sensations just barely missed selection. These boys will be heard from in the coming seasons.

California, as usual, leads the parade with 16 members, while Texas is next in line with seven. The real big surprise is Florida. Its upswing in track was predicted in this corner last September, and the Sunshine State came through spectacularly. After going six years without an honor selection, Florida snapped back with no fewer than five selections! New Mexico was right behind with four.

Albuquerque (N. M.) High placed three on the team, while two schools—San Francisco Poly and Compton (Calif.)—furnished two picks.

Consistency of performance, triumphs in major meets, and the caliber of competition—rather than one outstanding mark—were the yardsticks employed in selecting the team.

Because of the greater balance among the nation's preps last season, no athlete was placed in more than one event. Many recorded fine performances in two or more events, but not quite good enough to justify a double ranking.

Only national record to fall this year was in the high hurdles, where John Turek, North of Miami (Fla.), clocked 13.7 to erase the year-old 13.8 standard set by Steve Pauly, Beaverton, Ore.

Ray Van Asten, of Bonita in La Verne (Calif.), became a National Federation record-breaker for his 1:51.9 in the half mile—bettering the Federation mark of 1:52.3 set by Don Bowden, Lincoln of San Jose (Calif.), in 1954. But his clocking fell short of the 1:50.6 national standard set in 1957 by Tom Carroll, Fordham Prep, New York City. Van Asten came to this country last fall from Australia. He was born

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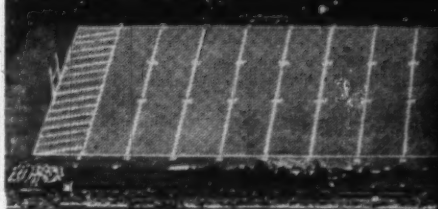
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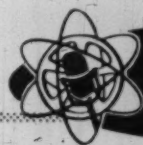
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in Holland.

Henry Carr, Northwestern of Detroit (Mich.), and Ray Wesley, Carver of Houston (Tex.), equalled the 20.6 national 220-yard mark set in 1957 by Mel Clipper, of Muir, Pasadena (Calif.)

Ray Wesley doesn't get credit for tying the Federation 220 record, as that organization doesn't recognize marks made by schools not belonging to the Federation.

Carr, a junior, is a repeater from 1959 in the 220. Joining him as second-time choices are Hubie Watson, Los Angeles Jordan (Calif.), in the 100; Mel Renfro, Jefferson of Portland (Ore.), and Herm Johnson, Plainfield (N.J.), in the high hurdles; Ed Red, Lafayette (La.), in the javelin; and Gary Gubner, De Witt Clinton, New York City, in the shot put.

Renfro was perhaps the year's outstanding performer on the track, while Gubner was the field event standout. Renfro won three events in his state meet, and whipped the nation's best high hurdlers (Turek, Johnson, and Bonds) in a head-to-head meeting in 13.8 at the Golden West Invitational in Los Angeles.

In addition to his 13.8 in the high hurdles, Renfro sped the 180-yard low hurdles around a turn in 18.9 and broad-jumped 24' 1 1/4" although not concentrating on the event.

Gubner's feats would have been amazing three years ago, before Dallas Long's tenure at North Phoenix (Ariz.). The New York strong-boy had a best of 65' 10 1/4" in the short eastern outdoor season. This equals second-best of all-time. He surpassed 64' many times and flipped the 16-pound shot 56' 9 1/2".

Lending a rosy hue to the future are the 14 junior selectees. In addition to Carr, who competed at Detroit in Northwestern this year after transferring from Southwestern, spectacular efforts were registered by Don Webster, Kennett Square Consolidated (Pa.), and Tom Sullivan, St. George's of Evanston (Ill.). Webster zipped the quarter mile in a sizzling 46.7, while Sullivan sped the 880 in 1:53.1 and mile in 4:11.7.

The latter was a U.S. seasonal best, but, since Sullivan ran the four-lapper only twice he was named to the team as a half miler. Webster didn't get credit for equaling the national record in the 440, as his mark came in an AAU Meet. Times by Webster and Sullivan are all-time junior class records.

The sophomore who came closest to All-American honors was Bruce Bess, 15-year-old from La Habra (Calif.). Bess ran the 880 in 1:53.8

and mile in 4:17.5, easily best-ever marks by a 10th grader.

Other juniors on the team include Ray Etherly, Albuquerque (N.M.), and R. L. Lasater, Big Spring (Tex.) in the 100; Bill Cowings, Fowler (Calif.), in the 220; Ullis Williams, Compton (Calif.), and Ray Saddler, Castlemont in Oakland (Calif.), in the 440; Hiram Carroll, Albuquerque (N.M.), in the low hurdles; Roy Hicks, Coles of Corpus Christi (Tex.), in the high jump; Mike Graves, El Cajon (Calif.), in the pole vault; Dick Hart, Morrisville (Pa.), in the shot put; and Don Schmidt, King City (Calif.), and Bob Morris, Glendale (Ariz.), in the discus.

Two preps advanced to the final U.S. Olympic Trials, but didn't make the team. They were Watson in the 100 meters and Charlie Williams, Mexico (Mo.), in the high jump.

An indication of the balance among the outstanding high schoolers in 1960 may be gleaned from the following statistics. They show the number of athletes who surpassed or equalled the given mark in each event (no wind-assisted marks included):

100 (9.6)—13; 220 (21.0)—9; 440 (48.2)—11; 880 (1:54.0)—10; Mile (4:20)—17; High Hurdles (14.1)—13; Low Hurdles (18.9)—11; High Jump (6-6)—11; Broad Jump (23-10)—10; Pole Vault (13-6)—13; Shot Put (60-0)—13; Discus (170-0)—15; Javelin (200-0)—20.

For the first time in six years, North Phoenix (Ariz.) isn't represented on the team. Pole vaulter Jim Brewer made the club in 1955, 1956, and 1957; shot putter Dallas Long was named in 1958; and discus thrower Karl Johnstone drew a position last year.

Stan Woolever's selection in the low hurdles makes the third Snyder (Tex.) hurdler honored on the team in the past three years. Rex Wilson was named in the high barriers and Sterling Morgan in the low on the 1958 team.

Several athletes had outstanding marks in several events; but didn't concentrate on any one because of their value to the team effort. For this reason, four utility athletes were selected. They include:

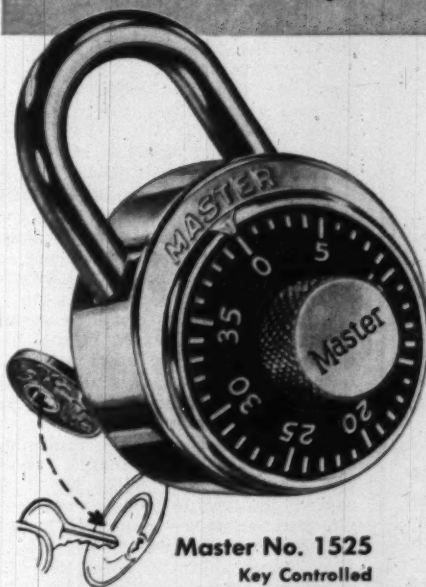
RON WHITNEY, Downey of Modesto (Calif.): Seasonal bests of 1:52.7 (880), 49.0 (440), 14.4 (high hurdles) 19.4 (low hurdles) and ran 800 meters in 1:52.7 in National AAU Meet. Defeated outstanding field of half milers in Golden West Invitational.

TED NELSON, Andrews (Tex.): Little opportunity to run favorite (Concluded on page 95)

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- **ORGANIZATION FOR SUCCESSFUL FOOTBALL COACHING.** By Bob Walker. Pp. 240. Englewood Cliffs, N. J.: Prentice-Hall, Inc.

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- **ILLUSTRATED BASKETBALL COACHING TECHNIQUES.** By Garland F. Pinholster. Pp. 198. Illustrated—drawings and diagrams. Englewood Cliffs, N. J.: Prentice-Hall, Inc.

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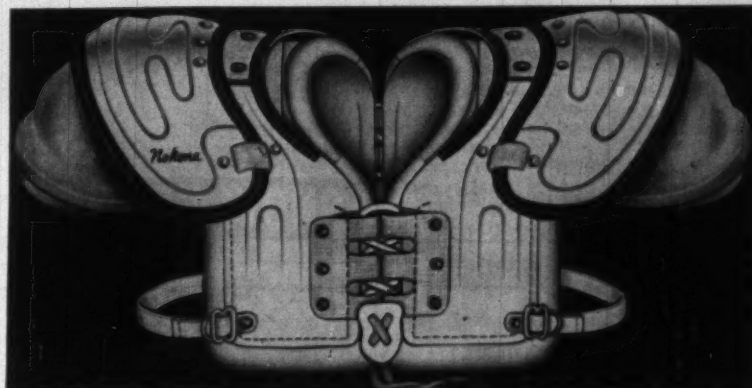
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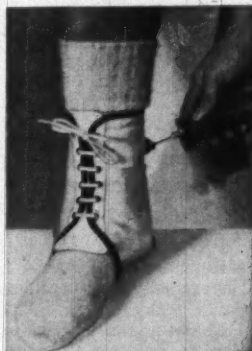
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- **SCIENCE AND MEDICINE OF EXERCISES AND SPORTS.** Edited by Warren R. Johnson. Pp. 740. New York: Harper & Bros. \$12.

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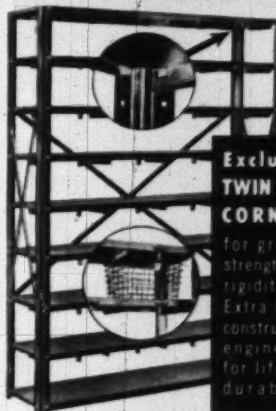
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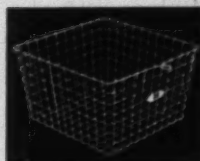
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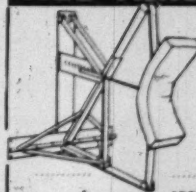
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- **HOW TO PLAY LITTLE LEAGUE BASEBALL.** By Mickey McConnell. Pp. 148. Illustrated. New York: The Ronald Press Co. \$2.95.

AS a big league scouting director (Dodgers), a director of clinics all over the world, an author of many coaching handbooks, and as current director of training for Little League, Mickey McConnell is superlatively qualified to write an instructional book for young players and coaches.

While his book aims specifically at Little League, its principles apply to all levels. Its purpose is to describe the correct techniques and the motivating and practice methods that have proved to be constructive and successful.

McConnell hits his objectives right on the nose, covering: leadership, safety, spring tryouts, building a team, running and sliding, batting and bunting, the batting order, infield play, outfield play, catching, pitching, fielding drills, coaching and signals, training aids, fitness, importance of education, and code of conduct.

The instruction is solidly authoritative, larded with interesting anecdotes, and based on the soundest and most wholesome educational principles. Players and coaches on all levels can profit enormously from this gold mine of information.

- **COACHING JUNIOR-HIGH BASKETBALL** (A Primer for Developing a Feeder Program). By John Baratto and Bob Krajewski. Pp. 91. East Chicago, Ind.: MR Studios. \$1.50.

EAST Chicago Washington has turned out a lot of powerhouses the past 15 years, compiling a winning percentage of nearly .800. But it really exploded last season when it annexed the state crown in basketball-mad Indiana.

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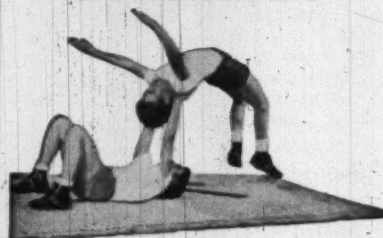
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cated on the development of fundamentals, the recognition of individual differences, and consideration of the boys' physical, mental, and emotional make-up. Every coach will find this developmental program extremely practical and serviceable.

- **THE SECRET OF JUDO.** By Jiichi Watanabe and Lindy Avakian. Pp. 186. Illustrated—photo and drawings. Rutland, Vt.: Charles E. Tuttle Co. \$3.75.

WITH the rapid expansion of judo throughout the world, there has developed a need for a reference book for instructors and students. And this need is squarely met by this beautifully designed, beautifully illustrated textbook.

The joint handiwork of a famous Japanese expert and a noted American instructor, the text presents a practical treatise on the art and science of this fast-growing sport. The authors cover the application of dynamics to judo, basic principles, the laws of motion, kinds of force, how to practice throwing, and how to practice grappling.

The last two subjects, which occupy the major part of the text, are covered in superlative fashion. A left-hand page explains the technique and pinpoints the key points. The facing right-hand page illustrates the technique—the key point by photograph and the related points by superb drawings.

This is a superlative text in absolutely every respect. (And it's a pleasure to announce that Coach Avakian has prepared an illustrated article on judo that will be featured in *Scholastic Coach* later this fall.)

- **THE TEACHING OF TENNIS FOR SCHOOL AND RECREATIONAL PROGRAMS.** By Eloise M. Jaeger and Harry (Cap) Leighton. Pp. 121. Illustrated. Minneapolis, Minn.: Burgess Publishing Co. \$3.25.

THE U. of Minnesota instructor (Miss Jaeger) and the famous high school coach (Cap Leighton) have pooled their considerable know-how into an outstanding instructive text.

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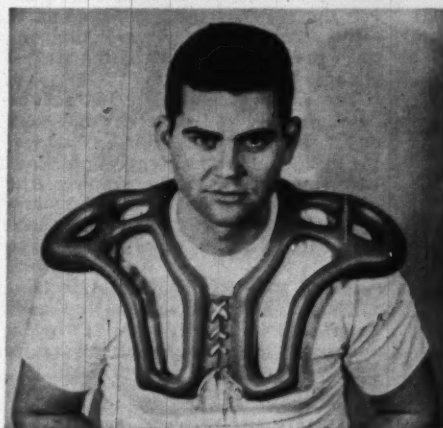
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Rounding out the text is an excellent appendix containing sample lesson plans, a knowledge test, sample scorecards for skill testing, and a bibliography.

- **BASEBALL IS A FUNNY GAME.** By Joe Garagiola. Pp. 192. Philadelphia and New York: J. B. Lippincott Co. \$2.95.

WHEN we first heard of this book, we assumed it was strictly one of those ha-ha things. That was okay with us. After all, Joe Garagiola is just about the funniest sports raconteur in captivity, and you can't knock anyone who can give you a chuckle.

We were unprepared for the solidity of this book. Sure it has a million laughs. Yet it isn't essentially a joke book. It's really a hugely absorbing exegesis on big league baseball—the first book we've ever read that gives you the "feel" of the big league game—the drama, the heartaches, the constant pressures, the intriguing strategizing, etc.

The George Jessel of big league baseball tells you exactly what goes on in the clubhouse, the dugout, and the bullpen. He also gives you a penetrating insight into the umpires, the players' wives, and "the social security numbers"—scouts general managers, and all the others "who also serve."

All of this is immensely entertaining fare. We couldn't put the book down, and neither will you. It's by far the most absorbing book on major league baseball we've ever read.

- **AQUATICS HANDBOOK.** By M. Alexander Gabrielsen, Betty Spears, and B. W. Gabrielsen. Pp. 202. Illustrated—photos and drawings. Englewood Cliffs, N. J.: Prentice-Hall, Inc. \$5.25.

HERE, in one volume, is a complete aquatics library. Prepared by three college professors, with the assistance of 13 experts, the book offers a simple technical guide to every aquatic activity, except power boating.

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This big, handsome book contains 300 illustrations, and can serve as an invaluable reference work for anyone connected with an aquatics program.

- **CURRENT ADMINISTRATIVE PROBLEMS** (Athletics, Health Education, Physical Education, Recreation). Prepared by AAHPER Committee. Pp. 197. Washington 6, D.C.: AAHPER. \$3.

BEGINNING with a description of the role of health ed, physical ed, and recreation in the space age, this compact book briefly outlines the responsibilities of the principal, director or supervisor, and the superintendent, then delves into the critical issues in each of the various areas of the program, with emphasis on implications for the secondary school administrator.

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- **TRAINING FOR SOCCER.** By Walter Winterbottom. Pp. 200. Illustrated. New Rochelle, N. Y.: SportShelf. \$5.

A **FITTING** sequel to the author's best-selling *Soccer Coaching*, this book describes the exercises and activities designed to develop speed, stamina, agility, and strength.

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- **IDEAL BASKETBALL RECORD BOOK.** By E. G. Strobbridge. 30 Game Forms. Waterloo, Ia.: E. G. Strobbridge (227 Rosebud). \$2.

THIS beautifully designed scoring and statistical record book is a distinct improvement over the ordinary score book. Designed by the coach at West H. S. in Waterloo, Ia., it's really a scorebook, scouting book, and game-by-game statistical record book all rolled up into one.

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When you unfold this page, you find an entire page for the complete statistics of the game and another page for bringing the season's record (individual players) up to date.

Spiral-bound, 19" by 11" in size, this book offers a complete up-to-date record of each game and each player. It can be kept very simply and easily, and is a boon to coach, player, and reporter.

Miscellaneous

- **1960-61 Seal-O-San Basketball Coaches Digest.** Pp. 64. Illustrated. Huntington, Ind.: Huntington Labs. Free to coaches; 50¢ to others. (Culled from *Scholastic Coach* and other athletic periodicals, this big, handsome collection of technical articles features 25 top-notch contributions from outstanding college and high school mentors. For your copy, check the "Huntington Labs." listing in the master coupon on the last page.)

- **Baseball's Unforgettable Games.** By Joe Reichler and Ben Olan. Pp. 362. Illustrated. New York: The Ronald Press Co. \$3.50. (An absorbing compendium of the 100 most unforgettable games of all time, complete with box scores.)

- **Foundations and Principles of Physical Education.** By Natalie Marie Shepard. Pp. 352. New York: The Ronald Press Co. \$5. (The effect of changing cultural patterns on the growth of physical education, and the importance of the principles used as bases for the development and interpretation of the physical education program—with persistent emphasis on the relation of physical education to the total educational experience of boys and girls.)

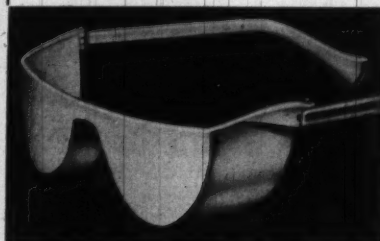
- **School Health Practice (2nd Edition).** By C. L. Anderson. Pp. 530. Illustrated. St. Louis: The C. V. Mosby Co. \$6. (This superb text has been updated with an extensive treatment of health guidance, the addition of many

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new teaching units, the extension of standards, and the addition of many functional illustrations.)

• *Foundations of Physical Education* (3rd Edition). By Charles A. Bucher. Pp. 501. Illustrated. St. Louis: The C. V. Mosby Co. \$6. (Practically every chapter in this now standard text has been altered to make the material more current and meaningful. Outstanding additions include a chapter on education for fitness, milestones in changing concepts, a discussion of a modern philosophy of education, and new certification requirements and employment opportunities.)

• *Individual and Team Sports for Girls and Women*. By Maryhelen Vannier and Hally Beth Poindexter. Pp. 582. Illustrated—drawings. Philadelphia: W. B. Saunders Co. (A handsome, well-written text offering highly practical teaching programs on nine individual and seven team sports.)

• *Postural Fitness (Significance and Variations)*. By Charles L. Lowman and Carl H. Young. Pp. 341. Illustrated. Philadelphia: Lea & Febiger. \$7.50. (A superlative text stressing recognition, prevention, habilitation, rehabilitation, maintenance, and relation of these and other essential factors to postural fitness.)

• *A Sailing Manual*. By Stephen Storm. Pp. 31. Illustrated. Minneapolis: Burgess Publishing Co. \$1.50. (A simple, graphic introduction to sailing, written in narrative style for young sailors. Also provides much useful information for adults and more experienced sailors.)

• *Best Sports Stories, 1960*. Edited by Irving T. Marsh and Edward Ehre. Pp. 319. Illustrated with the Year's Best Sports Photos. New York: E. P. Dutton & Co. (A great collection of newspaper and magazine stories, plus a gallery of the 30 best sports photos and a complete list of the year's champions.)

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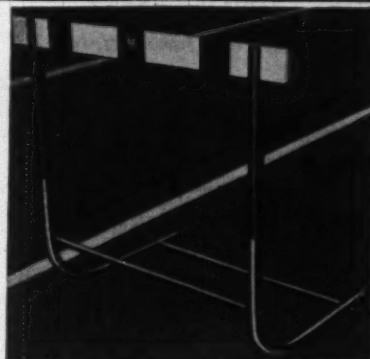
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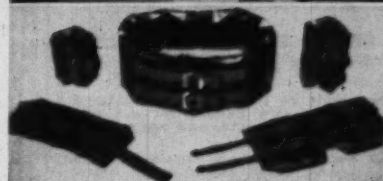
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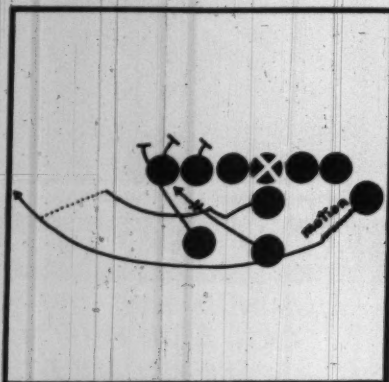
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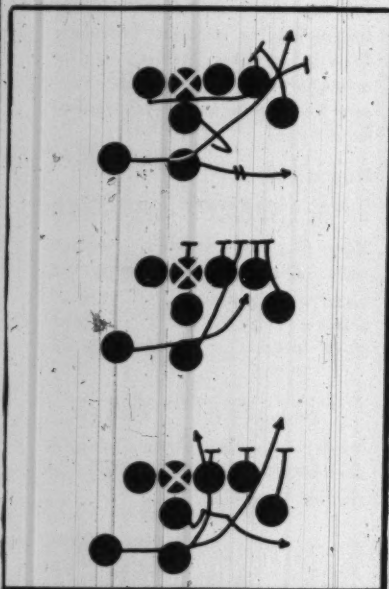
(Continued from page 40)

Still another play which will force the defense to put two men in this outside area is the wide option play in Diag. 10.



Diag. 10: A wide option play will force the defense to play two men in this outside area.

These are the offensive threats which will force the defense to use no more than six men on the line, and the assumption is that the offensive team gains a definite advantage when facing a six-man line. A variety of standard plays can take advantage of the defensive weakness. My purpose isn't to suggest a particular running offense; suffice it to say that whenever the defensive team leaves an offensive man uncovered, the offensive team should



Diag. 11: Standard plays that can exploit the defensive tackle.

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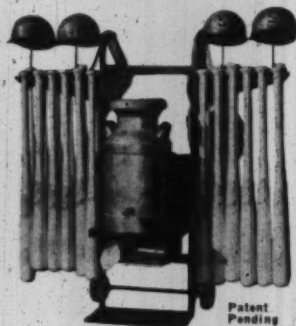
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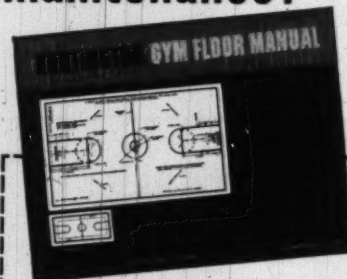
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be able to hammer away and gain ground.

Probably the most difficult area for the offense to attack is that opposite the tackle on the wingback side. If the defense leaves the weakness here, the offense must be able to take advantage of it. Plays that have been used successfully are shown in **Diag. 11.**

For this idea to help your running offense, the jump pass and the running pass must be efficient weapons. The ball must be thrown and caught faultlessly.

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Track All-American

(Continued from page 83)

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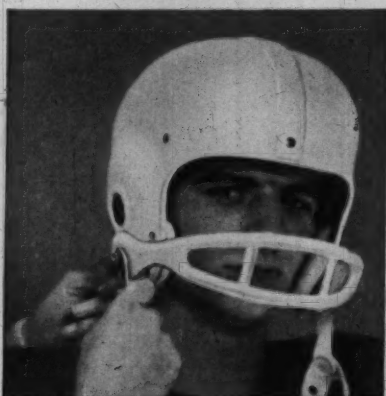
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